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ABSTRACT

These guidelines will help Hawaiian teachers and administrators develop and implement elementary social studies programs. The guidelines can be easily used by teachers in other states. There are seven chapters. Chapter one contains an overview of the social studies program in Hawaii. Program objectives, performance expectations, and competencies are presented. The major portion of chapter two describes the social studies curriculum: knowledge, skills and processes, valuing, social participation, citizenship, and global perspectives. A rationale is also presented. Goals of the social studies program are outlined in chapter three. Additional curriculum guidelines are provided in chapter four. These include performance expectations for grades 3 and 6, concepts and generalizations, and scope and sequence. Chapter five deals with instructional development discussing the learning environment, planning and organizing a social studies unit of study, and classroom discussion. Section six contains descriptions of resource materials. The appendices in the concluding chapter contain performance expectations for grades 8, 10, and 12. (Author/RM)

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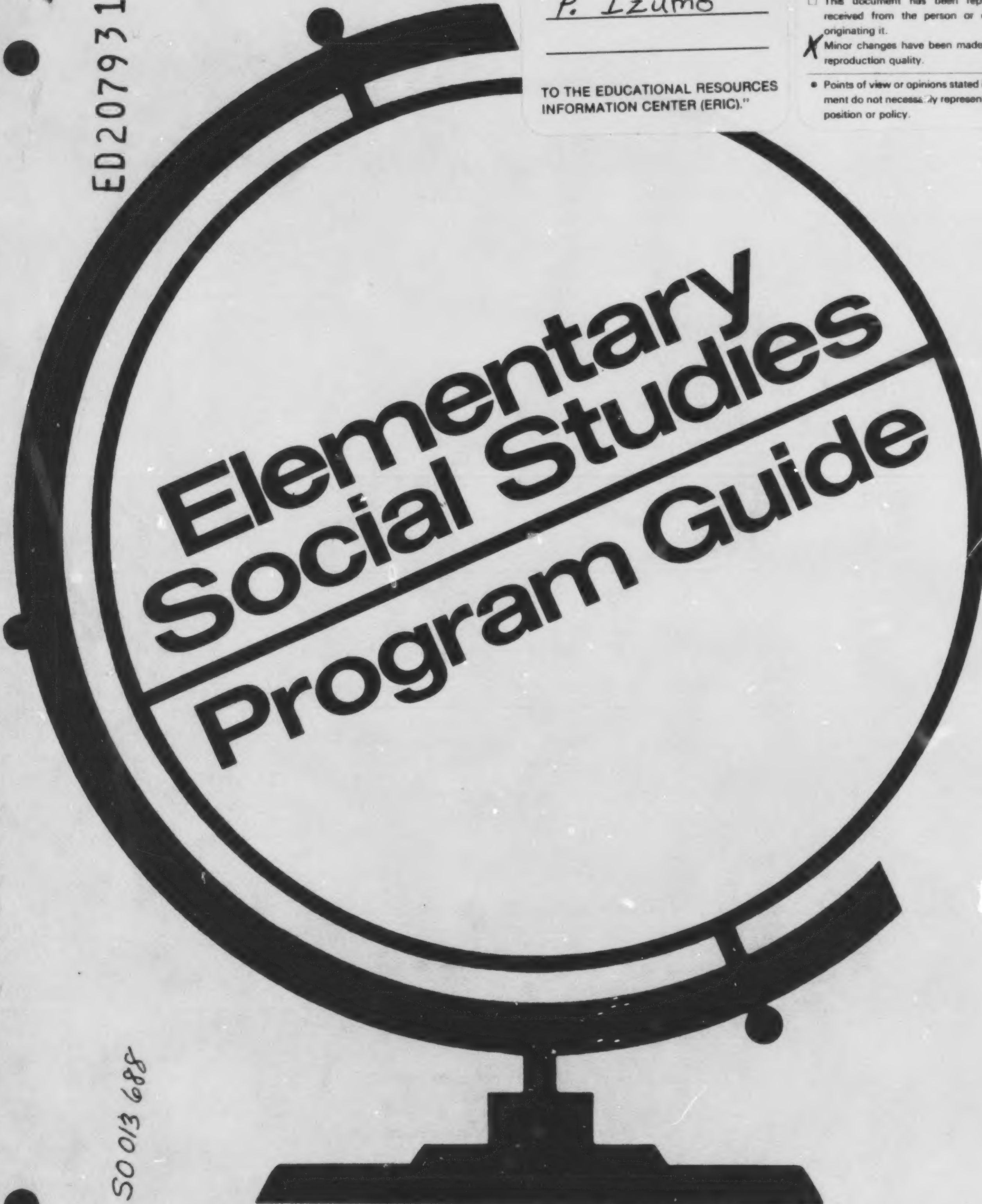

Elementary Social Studies Program Guide

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FOREWORD

The Elementary Social Studies Program Guide is designed to provide direction for teachers and administrators in the development of school-level social studies programs and in the effective implementation of these programs. It presents a framework within which schools can recognize their primary contribution to the total education of the student. Appropriate objectives can then be developed for school social studies programs and instructional activities. Curriculum guidelines are presented which can be useful in the selection of instructional/resource materials and learning experiences/activities for a range of students.

Social studies is a dynamic enterprise that involves people and society. It examines past and present human conditions and interactions, and reflects upon the future of society through a number of thought-provoking experiences. It should result in students who are continually developing as responsible citizens, and who can also contribute toward a more just society.

It is the intent of this publication to provide the guidelines for developing and implementing school level social studies programs to meet this challenge.

CHARLES G. CLARK
Superintendent

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The Elementary Social Studies Program Guide was developed through the efforts of many people. Jane Kinoshita, state office resource teacher, researched and wrote the conceptual framework and content outlines. She was assisted by several elementary teachers who gave valuable input in the development of both.

As drafts of sections of the guide were shared with teachers, principals, and educational specialists, further input was received which resulted in clarifying, revising and refining ideas as well as the format of the guide.

Elaine Takenaka, educational specialist for social studies, received valuable review and comments from Elizabeth Gilkeson and Carol Darcy of Project Follow Through, Bank Street College, New York, in the writing of the guide. Special acknowledgment is also made to the National Council for the Social Studies for professional directions and guidelines and to the Social Science Education Consortium for the use of resource materials.

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I. OVERVIEW OF THE SOCIAL STUDIES PROGRAM

The Foundation Program Objectives established by the Hawaii State Department of Education provide the basis for curriculum planning and development throughout the state. A student who achieves these eight Foundation Program Objectives by high school graduation is considered capable of successfully coping with adult life. These objectives are:

1. Develop basic skills for learning and effective communication with others.
2. Develop positive self-concept.
3. Develop decision-making and problem-solving skills consistent with the student's proficiency level.
4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.

Social Studies and the Foundation Program Objectives

Each instructional area has major responsibility for student achievement of the one or more Foundation Program Objectives for which it makes a unique contribution. No instructional area has major responsibility for student achievement in all eight Foundation Program Objectives.

The major contribution criterion is whether curriculum in a given instructional area directly contributes to attainment of a given Foundation Program Objective and provides for instruction for achievement of that objective. The responsibilities for Social Studies have been designated as follows:

--Foundation Program Objective 2: Develops positive self-concept.

--Foundation Program Objective 3: Develops decision-making and problem-solving skills consistent with the student's proficiency level.

--Foundation Program Objective 7: Develops a continually growing philosophy that reflects responsibility to self as well as to others.

The relationship between the Foundation Program Objectives and an instructional area is a matter of emphasis, rather than exclusive responsibility. Most subject areas contribute in some way to the achievement of all Foundation Program Objectives. However, to assure accountability, Performance Expectations have been identified for Social Studies where the subject area is viewed as making a major and unique contribution toward attainment of a given Foundation Program Objective.

Social Studies Performance Expectations

Performance Expectations are statements of the important competencies expected of a range of students at certain grade levels. They are currently written for grades 3, 6, 8, 10, and 12. Each Performance Expectation specifies a demonstrable behavior which requires the application of knowledge, skills, or attitudes.

Performance Expectations are developed to guide classroom instruction and improve instructional programs. They provide the framework for curriculum development at the school, district and state levels. Social Studies Performance Expectations can best be thought of as very important but broad statements of desired student behavioral outcomes. Although useful in guiding the development of instructional objectives, these statements do not fully circumscribe an instructional program, and therefore, should not be regarded as a substitute for well written instructional objectives at the school level.

The Performance Expectations currently identified for Social Studies do not cover all of the competencies expected of students in the course of their schooling. Rather, they represent critical student behaviors which are considered essential for student achievement in relation to the respective Foundation Program Objective.

Not all students are expected to achieve every Performance Expectation currently identified for the subject area. This is because Performance Expectations are written in varying degrees of difficulty for each of the Foundation Program Objectives to allow for individual differences among students and to help students develop their fullest potential.

The Social Studies Performance Expectations currently identified for Foundation Program Objectives 2, 3, and 7 are presented in Section IV of this guide, which delineates the curriculum guidelines.

In summary, teachers are given the responsibility for providing instruction relevant to Performance Expectations, which are a selected sampling of the more detailed Social Studies Program goals and objectives. These goals and objectives are delineated in this Elementary Social Studies Program Guide. This guide will also provide content and instructional guidelines to assist in instructional planning.

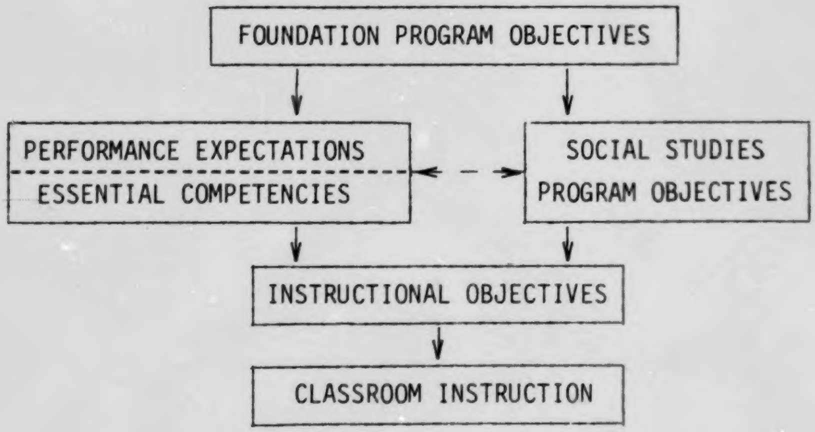
Social Studies and Essential Competencies

Graduation requirements for secondary school students in Hawaii include demonstration of mastery of fifteen Essential Competencies. Each competency specifies a demonstrable behavior, like performance expectations, which requires the application of knowledge, skills, or attitudes. Essential Competencies should be focused upon in the development of instructional objectives for social studies, especially with regard to those particular competencies that concern citizenship behaviors. These are:

1. Demonstrate knowledge of the basic structure and functions of national, state and local governments.
2. Demonstrate knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.
3. Demonstrate knowledge of important citizen rights and responsibilities. These include the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.

As with performance expectations, teachers are given the responsibility for providing instruction relevant to Essential Competencies. This guide provides the content and instructional guidelines to assist in instructional planning that includes the Essential Competencies.

RELATIONSHIP AMONG FOUNDATION PROGRAM OBJECTIVES INSTRUCTIONAL AREA OBJECTIVES, PERFORMANCE EXPECTATIONS, ESSENTIAL COMPETENCIES, CLASSROOM INSTRUCTION



A. A RATIONALE FOR SOCIAL STUDIES EDUCATION

Social studies education has a two-fold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. It has long included ideas such as due process of law, social and economic justice, democratic decision-making, free speech and religious freedom. Today that meaning has been extended beyond its political and economic connotations, and now includes self-respect and group identity. The idea of human dignity is clearly dynamic and complex, and its definition is likely to vary according to time and place. However, the essential meaning remains unchanged: each person should have the opportunity to know, to choose and to act.

Rational processes refer to any systematic intellectual effort to generate, validate, or apply knowledge. The essence of rational processes resides in each person's opportunity to decide in accord with the evidence available, the values held, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. Students should apply their knowledge, abilities, and commitment toward the improvement of the human condition.

As knowledge without action is useless, so actions without knowledge are unjustifiable. Those who seek to resolve social issues without understanding tend not only to behave irresponsibly, but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

B. THE SOCIAL STUDIES CURRICULUM

The Social Studies Curriculum is comprised of four components: knowledge, skills and processes, valuing, and social participation.* Each must be viewed as equally important. The relationship among these four components is dynamic. Each interacts with the others. Each nourishes the others.

Knowledge

Knowledge about the real world is a basic objective of social studies instruction. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are as important as the ends.

The traditional sources of knowledge for the social studies are history and the social science disciplines. They are and should remain important sources. However, the reasons for deriving social studies knowledge from history and the social sciences are not self-evident. Careful thought justifies such knowledge on needs of individual students and of society for powerful ideas, dependable information, and reliable methods of inquiry.

Broadly based social issues do not respect the boundaries of the academic disciplines. The efforts of social scientists to develop an understanding of human behavior through research are not necessarily related to society's persistent problems and are seldom intended to arrive at the resolution of value conflicts or the formulation of public policy. Thus, while there could be no social studies without history and the social sciences, social studies is something more than the sum of these disciplines.

The knowledge component of the curriculum also serves more particular functions. First, it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism -- living just for today -- and thereby enables an individual to establish a cultural identity. Second, knowledge helps a person perceive patterns and systems in one's environment. It is this ordering function which makes the social universe, even with its increasing complexity, more nearly manageable. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society will be ineffectual and irresponsible.

In a composite way, the broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, together with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

**Adapted from a position statement by the National Council for the Social Studies, "NCSS Social Studies Curriculum Guidelines," 1979.*

Skills and Processes

Skills and processes provide the means of achieving objectives. Focus is on intellectual, data processing, and human relations competencies.

Intellectual Competencies

Intellectual skills, usually called thinking skills, include lower level intellectual operations, such as memory, as well as more complex cognitive processes such as analyzing, synthesizing, and evaluating. Inquiry-oriented approaches, which give attention to the more complex cognitive processes, have received considerable attention in educational literature, but extensive practice and support are not yet evident.

Thinking competencies serve several functions. They provide the primary means to knowledge. They also enable an individual to ask significant questions; they permit analysis of conflicts; they enable problem-solving in both convergent and divergent ways; they enhance decision-making power; and they support efforts to form and clarify values. Such intellectual skills are of paramount importance in resolving social issues.

Although thinking entails a great variety of intellectual operations, divergent thinking and valuing require special attention because they are not only central to social studies education, but are among the more puzzling terms which are used in education.

Divergent thinking (defined in terms of flexibility, spontaneity and originality) seeks uncommon answers to difficult questions. Individuals make the most of their potential powers not by staying with what is common, regular, or already known, but by encountering the challenge of the open-ended and unsolved and by attempting to cope with perplexing situations. What is needed is a climate which encourages fresh insights.

Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore it is neither desirable nor possible for social studies teachers to attempt to establish a "value-free" situation in the classroom; student behavior, teacher behavior, subject matter, and instructional materials all are the products of value-laden judgments. Students must become experienced in discerning fact from opinion, objectivity from bias. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance or another. When valuing is thought of as a rational process, students can be helped to clarify, reaffirm, or alter their own commitments.

Data Processing Competencies

Data processing skills are given considerable attention especially at the elementary school level. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material. Social studies teachers at all levels, however, should continue to develop and reinforce proficiency in these skills. They should also assume special responsibility for instruction in reading materials directly related to the social studies and in the use of the tools or the methodologies of the historian and other social scientists. Higher levels of proficiency in data processing skills -- for example, identifying hypotheses, making warranted inferences, and reading critically -- must also be incorporated into the curriculum of all grades, K-12.

Human Relations Competencies

Human relations competencies are associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of others, adequately developed communication skills, and the ability to cope with conflict and authority. In the classroom and in the school at large, students should have abundant opportunities to work out social relationships at the face-to-face level. Students should also have experience in dealing with highly charged emotional conflicts in the social arena with rational inquiry. They should undergo the demands placed on them both as leaders and followers and should learn to make contributions in both roles. When students hold minority views, they can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes.

Student learning is developed and proficiencies are acquired only through real opportunities for constant practice and use, systematically planned for in the curriculum and implemented by teachers. Equally important is the recognition of skills as the critical bond between knowledge, valuing, and social participation.

Valuing

Social studies education neither can nor should evade questions of value. Although valuing is an intellectual process, value orientations of social institutions and value positions of individuals and groups have consequences for action. Moreover, society cannot contend with problems such as war, racism, environmental pollution, poverty, deteriorating cities and an unfulfilled quality in living, without a searching consideration of values.

The role of the school as an agent for inculcating widely held societal norms, standards of behavior, and ideological preferences is clouded by conflicting attitudes held by various groups. It is well to remember that the school is only one force influencing the values of the young.

However, the school can help young people recognize that among people, there are many sets of values rooted in experience and in terms of culture. Such a realization is a force against ethnocentricism. The school can provide opportunities for examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Students need help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that for all the importance of evidence, facts alone do not determine decisions, that there are times to suspend judgment, and that many problematic situations have no set answers. The expectation that problematic situations are open to inquiry contribute to the student's feeling of competence and sense of identity.

Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. The school itself is a social institution, and the values embedded in its daily operation can exert a powerful influence. Fair play and justice, free speech, opportunity for decision-making, support for self-respect, choice, acceptance of the lifestyles of the community, group identity, and the right to privacy can be expected for all students and teachers in every classroom. The recognition that the school and its social studies program cannot be value-free may foster the serious consideration of what the school's role ought to be.

Social Participation

Social participation calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting the world society. It should mean the application of knowledge, thinking, and commitment in the social arena. An awareness that one can make a contribution to society is an essential ingredient for a positive self-concept. Programs ought to develop young adults who will say: "I know what's going on, I'm part of it, and I'm doing something about it."

Extensive involvement by students of all ages in the activities of the community locally, nationally and internationally, is essential. Many of these activities may be in problem areas considered controversial, but many others will not be. The involvement may take the form of political campaigning, community service or improvement, or even responsible demonstrations. The school should not only provide channels for such activities, but build them into the design of its social studies curriculum.

Education in a democratic framework clearly requires that such participation be consistent with human dignity and with the rational processes. Such participation must be voluntarily chosen. It should be undertaken with systematic, thoughtful deliberation. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social situations.

Social Studies and Citizenship Education

There is a diversity of views on what citizenship education or civic education means. It is both a general idea and a specific reality. If citizenship education can mean so many things to so many people, is there a common framework of ideals and principles within which to design a program that is equally acceptable and productive of good results in all parts of the nation?

As a citizen, each individual is a participant in a cause larger than him/herself, yet the kinds and quality of each one's participation is unique. What must be sought in the attempt to define citizenship education is that body of knowledge and experiences that constitutes the common denominator of conscious participation.

Viewed in this framework, an effective citizenship education program in the schools should embrace the whole educational system, and not only the social studies program. It should include the way the schools are organized, administered, and governed; their activities and cultural climate; and their relationships with the community and other agencies concerned with citizenship education. The school as a whole institution should deliberately adhere to and exemplify democratic political values as well as impart valid and realistic knowledge, and teach the skills of participation required for making deliberate choices among real alternatives. Indeed, social studies education has a significant role in citizenship education, but an effective program must involve every course taught in the school.

What are the parameters of citizenship education? Many individuals, groups and organizations have long been at work to improve the educational content and pedagogy of instruction in citizenship. It is difficult to exclude any one of them, although each may work from a different perspective. Similarly, it is not expected that any new definition of citizenship education will include every person's idea of what the term does or should mean.

In developing the guidelines for new initiatives in citizenship education, it is important to understand that the apparent vacuum in the current social studies programs is linked to the educational dilemma we are now facing with respect to lower performance in the basic skills of reading, writing, and mathematics. There is no question that there has been an overall decline in performance among all students, nationwide, in those areas that traditionally have been considered basic goals of education. New initiatives must include a new focus on these basic skills, for without them, additional components of an expanded concept of citizenship cannot be made workable. This lack of basic skills affects the ability to absorb information in any field of study. Thus any renewed efforts in social studies education are inextricably tied to improvement of the basic learning skills which are currently receiving renewed emphasis in the schooling of all students.

Thus, the Social Studies program is one among several widely offered subject areas that can contribute toward improvement of citizenship education for all students. But it is more than upgrading the knowledge component of social studies. Howard Mehlinger, director of the Social Studies Development Center at Indiana University has suggested that there are some factors that may be more potent influences on citizenship education than lack of knowledge, which social studies programs have been criticized for not achieving in the recent past. He identifies these factors as the need to link in-school with out-of-school learning, the need to balance local and cosmopolitan values and perspectives, and the need to cope with the effects of media (i.e. television) on citizen behavior. Clearly, then, any social studies improvement effort should consider these factors.

In conclusion, it is noted that the process of citizenship education is occurring now and does not have to be newly established. The challenge is to recommit ourselves to the goals and responsibilities of citizenship as perceived appropriate for our nation and its relationship to the rest of the world, and to define the specific activities and experiences the social studies program can contribute in the total school experience for all students.

Note: An annual Fundamentals of Citizenship Institute during the summer, and follow-through workshops and visitations by consultants will be offered to all social studies teachers, K-12, on an on-going basis. These activities will assist teachers in infusing or integrating citizenship education in the social studies curriculum.

Global Perspectives in Education

Citizenship education cannot be confined to learning about and participating in our own national institutions. There is agreement, as evidenced by many goal statements, that there is a need to increase the awareness of young people of their role in global affairs and to help them behave in ways that will be conducive to the welfare, not only of their own country, but of their common species.

Global education begins with the assumption that present and future conditions in the world and the need to prepare young people to live in and care for spaceship earth necessitate educating for a global perspective to a degree far surpassing anything attempted thus far in traditional schooling. In recent years, thematic areas such as environmental education, energy education, and futures education have been included in the curriculum of many schools and seem to embrace global perspectives.

It will not be easy to turn from the past and present inward orientation to the outward awareness and involvement that global education necessitates. But, ironically, the traits we see as now part of our national heritage may serve as well in developing global perspectives. There is no evidence to suggest that one loses pride in one's country in acquiring a richer appreciation of the whole of humankind. Indeed, global perspectives can be consciously developed and integrated or added to enhance, not replace, traditional learning.

If this thesis has validity, then the sense of national security and identity may be precisely what is required for national transcendence. There are signs of such efforts beginning. Citizens in many walks of life are realizing that we are far from self-sufficient. The gasoline crisis of a few years ago and the current energy crisis are good examples of global interdependence as a necessary condition for survival. Families and communities are realizing that hardly a segment of our daily lives proceeds without use of some element from abroad. Exchange programs of many kinds have helped to develop this realization. Global awareness has penetrated many governmental agencies. There are now dozens of national and international organizations that actively promote goals and activities designed to raise our consciousness of the world we live in. Likewise, many national educational organizations, including the National Council for the Social Studies, have explicitly committed themselves to furthering the aims of global education.

Yet global education is still not a reality. It is hardly the domain of only social studies teachers, but we are one of the significant professional groups that have a responsibility to understand and develop this framework for young people. The concern is sharply focused upon by the comments of Edwin Reischauer who said:

> "We need a profound reshaping of education if mankind is to survive in the sort of world that is fast evolving. Before long humanity

> will face grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge that may be essential for human survival within a generation or two."[1]

What kind of educational responses do these world trends and global problems require? How can education help people perceive what is happening?

Currently there are no readily available, comprehensive definitions, descriptions and analyses of what global education is and how it clearly differs from traditional studies of other countries. Yet there is a body of literature describing what various individuals and groups believe are important things that need to be done. From the perspective of social studies teachers, there are some key questions that can provide a needed focus in social studies curriculum activities and teaching. Among these are the following suggested by James Becker:

1. What kinds of experiences are likely to help youth develop the competencies and insights needed to gain some understanding of and control over the global events and processes in which they are involved?
2. What resources, talents, and instructional materials are available and appropriate for such efforts?
3. What school programs and projects offer promising programs in the area of world studies?
4. How can schools and communities design, implement or manage programs which are likely to help youth develop the skills and identities needed for responsible participation in an interdependent world?[2]

Global perspectives in education, like citizenship education, require a commitment to goals and responsibilities that enhance awareness of our role in global affairs and foster behavior that will be conducive to the welfare of all humanity.

Note: Workshops will be offered for all social studies teachers, K-12, to assist in infusing or incorporating global perspectives in teaching/learning activities.

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[1] Edwin Reischauer, Toward the 21st Century: Education for a Changing World, Knopf, New York, 1973, p. 4.

[2] James M. Becker, "The World and the School: A Case for World-Centered Education," Schooling for a Global Age, McGraw-Hill Book Company, 1979, p. 36.

Program Guidelines

INTRODUCTION

Education helps learners grow and change. Goals are a means of communicating about learning. They identify what changes are possible and desirable. Teachers, students, parents, the school board and the community have major roles in influencing growth and change. Thus all of these groups should be involved in formulating the goals of a program. In Hawaii, the Foundation Program Objectives and their concomitant Performance Expectations reflect the goals of education for all students.

Goals differ from grade level objectives in the level of generality with which they describe learning outcomes. Program goals describe the broader outcomes, while grade level objectives describe the more specific outcomes related to the goals. They also differ in the type of planning for which they are suited. Program goals serve as guides to planning and organizing programs at state and district levels, while grade level objectives usually serve as guides to planning activities in schools and lessons in classrooms.

The level of goals and objectives are as follows:

1.	System Goals:	The Board of Education's Statements of purpose which enunciate the school system's philosophy of education (Master Plan for Public Education In Hawaii and Foundation Program -- Student Performance Expectations of the Foundation Program).
2.	Program Goals:	The Elementary Social Studies Program goals which describe the general outcomes, collectively reflecting all the courses offered in the program (Elementary Social Studies Program Guide).
3.	Grade Level Objectives:	The objectives identified for each grade level in the Elementary Social Studies Program which describe the specific outcomes expected from learning.
4.	Instructional Objectives:	The objectives identified by the teacher for the learning activities or experiences in social studies which specify the method of measurement as well as the desired behavior.

This program guide presents goals and objectives at the levels designed for instructional planning and not the instructional, behavioral or proficiency objectives that include measurement indicators or prerequisites and proficiency levels. To the degree that is possible, teachers are being provided with explicit statements of possible learnings for which they can accept responsibility in ways most suitable to their instructional circumstances. Teachers are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities.

SOCIAL STUDIES PROGRAM GOALS*

The central purpose of the social studies program is to develop responsible citizens who will continue to work toward a more just society. Understanding of past and present human conditions and interactions, and reflection of the future of society through a series of thought-provoking experiences should result in the following:

1. The student knows historically documented facts about people, places, events, inventions, institutions, etc., of traditional or practical significance to communities of which he or she is a member.

2. The student knows scientifically validated facts about the social, political, and economic behavior of humans and human organizations in a variety of times and environments.

3. The student understands substantive concepts, principles, and theories that provide a variety of contexts for interpreting information about human life and affairs.

4. The student understands principles and knows procedures involved in the discovery and validation of fact and theory in history and the social sciences.

5. The student is able to select and use appropriate criteria, procedures, and information sources to assess the validity or significance of findings about past, present, or future human life or affairs.

6. The student is able to interpret and accurately use symbols, figures, and models by which scientifically gathered information is related and displayed (e.g., maps, tables, graphs, charts).

7. The student is able to identify and analyze problems and issues by which he or she is affected as a member of a changing multicultural society.

8. The student is able to clarify value conflicts or communication problems which affect choices, decisions, or relationships.

9. The student is able to construct, evaluate, and revise alternatives for personal goals, plans, or problem solutions, considering costs and benefits to self and to others affected by his or her decisions.

10. The student is able to participate actively and responsibly in collective decisions affecting the social, economic, political, or physical environment in which he or she lives.

11. The student values the creativity and diversity of human arts and ideas.

12. The student values knowledge and skills enabling individuals, groups, and societies to cope effectively with the complexity of human circumstances.

13. The student values contributions of history and the social sciences to his or her growing philosophy with regard to self, others, and the environment.

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Curriculum Guidelines

The following pages will present three of the eight Foundation Program Objectives (II, III, and VII) for which Social Studies instruction claims major responsibility. For each descriptive statement of an objective, subobjectives are listed. Where applicable, the Essential Competencies for graduation from high school are identified in parentheses.

These pages are followed by student performance expectations for social studies in grades 3 and 6; Performance Expectations for grades 8, 10, and 12 are in Appendix I. These statements reflect the important objectives for student accomplishments in social studies education. (Excerpted from _Student Performance Expectations of the Foundation Program_.)

A. FOUNDATION PROGRAM OBJECTIVES

FOUNDATION PROGRAM OBJECTIVE II:
DEVELOP POSITIVE SELF-CONCEPT

Understanding and Accepting Self

- Identifies and analyzes the characteristics of self that one feels positive about and others like.
- Describes self in terms of one's interests, values, attitudes, and attributes that make one similar to and different from others.
- Identifies personal behaviors which can be improved and develops alternative ways to improve them.
- Explains how the family, peers and other social groups contribute to one's personal development.

Understanding and Relating Effectively With Others

- Describes some of the ways in which people are alike and different.
- Explains how one's self-concept and social effectiveness are influenced by and, in turn, affect others.
- Demonstrates behaviors that illustrate respect for others, such as listening to their points of view.
- Relates personal traits and behaviors to one's interaction with many people in a variety of situations.

FOUNDATION PROGRAM OBJECTIVE III:

DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS AT THE STUDENT'S PROFICIENCY LEVEL

Learning and Applying Decision-Making and Problem-Solving Skills

- Identifies and clarifies the problem or situation requiring a decision.
- Determines and gathers information needed.
- Analyzes information and factors influencing the situation.

  (Distinguishes fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles and public speeches.)

- Identifies and evaluates alternatives and their consequences.
- Validates conclusions and modifies them as appropriate.
- Applies the knowledge gained to situations encountered requiring decisions or solutions.

  (Reaches reasoned solutions to commonly encountered problems. Reasoned solutions are those that incorporate the facts at hand, the constraints on the solutions, the feasibility of carrying out the solution and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health and community issues.)

FOUNDATION PROGRAM OBJECTIVE VII:

DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

Acquiring Beliefs and Values Consistent With a Democratic Society

- Distinguishes between acceptable and unacceptable behavior in one's community.
- Demonstrates compassion for others and helps them as needed.
- Acknowledges the worth of the individual and the need for continual growth.
- Describes social groupings, including the family; the basic needs they meet; and the values they represent.
- Describes responsibilities and basic legal rights as they apply to oneself and others.

  (Demonstrates knowledge of the basic structures and functions of national, state, and local governments.)

  (Demonstrates knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.)

  (Demonstrates knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.)
- Considers group needs and the role of the individual in the group to attain common objectives.

Clarifying and Affirming Beliefs and Values

- Compares and contrasts own behavior with that of others.
- Identifies alternatives to clarify beliefs and values and selects alternatives based on reason.
- Analyzes differing and changing social points of view and their effect on personal beliefs and values.
- Identifies and pursues plan of action based on clarified personal or social beliefs and values.

Performance Expectations for Lower Elementary Level (Grade 3)

Performance expectations are important competencies expected of a range of students. The following list represents those identified for Grade 3 (see Student Performance Expectations of the Foundation Program, pp. 50-51, 100-101). The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

K-3 ● Identifies and describes the major roles and functions for each member of a family group.
K-3 ● Describes the role of the family and explains its relationship to the larger community.
K-3 ● Explains the relationship between individual rights and responsibilities in a group situation.

2-3 ● Identifies historical figures and tells why they are important.

2-3 ● Identifies historical figures and describes the events they influenced.
3-3 ● Identifies the historical figures most admired and describes the major motivation which guided each into action.

K-3 ● Identifies a problem facing the class or school.
K-3 ● Lists the steps for resolving a problem in the class or school.
K-3 ● Identifies examples of problems people have in getting along with each other.

K-3 ● Obtains information related to a social problem from parents or relatives.
2-3 ● Gathers social studies information from as many sources as possible.
3-3 ● Gathers data from various sources and organizes the data related to a social problem.

K-3 ● Describes what makes one feel good about self.
K-3 ● Gives examples of behavior that illustrate respect for self and others.
K-3 ● Describes personal characteristics that others feel good about.
K-3 ● Demonstrates social behaviors which encourage acceptance by others.
K-3 ● Describes reasons why personal behaviors are acceptable or not acceptable.
K-3 ● Describes personal behavior which should be changed or improved upon and develops possible ways to change them.

K-3 ● Listens and participates in social studies group activity.
K-3 ● Listens and accepts opinions of others in social studies group discussions.
K-3 ● Describes and accepts ways in which people are alike and different.

Performance Expectations for Upper Elementary Level (Grade 6)

Performance expectations are important competencies expected of a range of students. The following list represents those identified for Grade 6 (see Student Performance Expectations of the Foundation Program, pp. 52-53, 100-101). The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

K-6 • Describes the organization and structure of the school.
4-6 • Describes the basic organizational structure of local, state, and federal levels of government.
4-6 • Explains the major functions and responsibilities of local, state, and federal levels of government.

K-6 • Contributes an opinion or viewpoint in a social studies discussion.
K-6 • Explains the relationship between rules of conduct and one's responsibility to self and others.
1-6 • Articulates and explains a viewpoint other than one's own in a group discussion.

2-6 • Identifies and uses data gathered from many sources in seeking possible solutions to a social problem.
3-6 • Raises questions related to a social problem based on data gathered from various sources.
4-6 • Distinguishes statements of fact from opinion when reviewing information for solving a social problem.
3-6 • Gathers information from various sources and organizes the data related to a social problem.
3-6 • Distinguishes between relevant and irrelevant data when reviewing information for solving a social problem.
5-6 • Identifies the key questions that need to be answered in resolving a social problem.

K-6 • Describes the behavioral characteristics that one believes would contribute most towards a positive feeling of self.
2-6 • Explains how friends can influence one's behavior and how that affects feelings about self.
4-6 • Describes the cultural practices which one's family values and how they affect feelings about self.
1-6 • Explains how the various members of the family influence how one feels about self.
4-6 • Describes cultural practices from an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them.
4-6 • Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.

1-6 • Describes one's behavior towards others that enhances positive relationships.
4-6 • Predicts the probable reactions to inconsistent behaviors toward others.
K-6 • Listens and accepts opinions of others and engages constructively in social studies discussions.

SOCIAL STUDIES K-6

MAJOR CONCEPTS AND GENERALIZATIONS

It is important to note that concepts are developed slowly over a period of time. They are presented here as abstract statements that are understandable in the language of the teacher. They must be developed through many activities and experiences, over time, and will be continually refined as the learners grow physically, mentally, and emotionally.

	K	1	2	3	4	5	6
CHANGE (All human beings and institutions are subject to change over a period of time.)							
1. All human beings change physically and mentally throughout their lifetime.	K	1					
2. Individuals and groups can bring about or impede change by the choices they make.	K						
3. People need to learn to adapt to change because change is continuous and universal.		1	2		4	5	
4. Changes within a culture may be brought about through contact with other cultures and societies.		1	2	3	4		6
5. Not all change is progress; change may or may not be beneficial.			2	3	4	5	6
6. The physical and social environment influences people's ways of living; people in turn, influence the environment.			2	3	4	5	6
7. All cultures or communities experience change in some form although their response and adaptation to change varies.				3	4		
8. The historical past influences the present; the development of social, political, and economic institutions has been influenced by what has gone on before.					4	5	6
9. Economic and social change can be brought about by new developments in science and technology.						5	6
10. Humanity's exploration of space is changing the geographic concept of the world and its future.							6
HUMAN EXPERIENCE (Human experience is continuous and interrelated and comes out of the past and continues into the future. Although people are dependent on the past, they can free themselves from it.)							
1. People within a community share common traditions, experiences and problems.			2	3			6
2. Customs, holidays, and ways of thinking are the result of past history.	K	1	2	3	4	5	6
CAUSE AND EFFECT							
1. Events rarely have a single cause but result from a number of causes impinging on one another.						5	6

	K	1	2	3	4	5	6
Cause and Effect (Cont.)							
2. Actions, ideas and decisions have consequences.	K	1	2	3	4	5	6
SPACE AND TIME							
1. All events can be placed within a framework of space and time.		1					6
2. The universality and diversity of humankind can be viewed in the framework of space and time.				3			6
SPATIAL DISTRIBUTION (Location)							
1. Knowledge of location can help in understanding the natural and physical environment people live in.	K				4		
2. Every object has a geographic location.	K	1	2				
3. Maps are tools for identifying geographic patterns.		1	2	3	4	5	6
4. People's lives are influenced by their physical location on the earth and the availability of natural resources.			2	3	4	5	6
5. Earth is a planet in space made up of land, water, and atmosphere.				3	4		6
CLIMATE AND WEATHER							
1. Climate and weather changes affect the kinds of activities people engage in.	K						
PEOPLE-LAND INTERACTION							
1. Climate, landforms, people and other living things interact to form environment.			2	3			
2. People can adapt to many different environments and conditions.				3			6
3. Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to meet their needs.				3	4	5	6

	K	1	2	3	4	5	6
INTERDEPENDENCE							
1. Each individual and the family are important and responsible units of the larger community, the nation and the world.	K	1					
2. As members of a family, a community, a nation and the world, people are interdependent for the satisfaction of needs.	K	1	2	3	4	5	6
3. Regions in the U.S. are mutually interdependent because economic and human resources are not equally divided throughout the nation.						5	
4. As the world's population grows and resources dwindle, the nations of the world become increasingly interdependent.							6
SCARCITY, NEEDS, WANTS							
1. All people have basic needs that may be met in different ways.		1					
2. Resources are scarce and choices must be made.	K	1				5	
3. All economic systems face the problem of scarcity.						5	6
4. People trade with each other to have more of what they need and want.				3			6
UTILIZATION OF RESOURCES							
1. People's utilization of natural resources is related to their wants and the society's level of technology.			2				
2. The culture of a community determines how resources will be allocated and used.				3	4		
3. Advancements in research and technology have revolutionized the availability and uses of resources.				3			
4. Decisions made on how resources will be utilized affect economic organization (division of labor, specialization, etc.).					4		
5. The wise use of economic resources is essential for the growth of our state; this involves understanding of related concepts such as scarcity, interdependence, specialization, market economy and public policy.					4		

	K	1	2	3	4	5	6
Utilization of Resources (Cont.)							
6. The satisfaction of people's needs depends on proper planning and the conservation of both natural and human resources.					4	5	
7. Natural resources and transportation were essential to the development of America's modern industrial society.						5	
MARKET ECONOMY							
1. People make a living in different ways.			2				
2. Federal, state and local governments regulate a wide range of economic activity, which in some ways limit the freedom of action of individuals and businesses.						5	
3. In a basically free enterprise economy, government plays a significant role in setting priorities and using resources.						5	
4. The system of free enterprise has been a characteristic of the American economy from its earliest beginnings.						5	
ECONOMIC STABILITY, GROWTH AND CHANGE							
1. Economic security depends upon the maintenance of an income, both individual and business, which results in a circular flow of income among the public, business, and government.						5	
2. The process of production and the development and utilization of a labor force are primary factors in the economic growth of America.						5	
3. The economy of the nation is dependent upon the wise use of capital to support continued growth and an increasing standard of living.						5	
SOCIAL ORGANIZATION							
1. People are influenced by and must adjust to the social institutions created by their society; failure to adjust can lead to adverse consequences.		1	2		4		
2. Individuals, families, and groups are organized in a society by social classes (wealth, education, occupation, and other status factors).			2		4		

	K	1	2	3	4	5	6
Social Organization (Cont.)							
3. In the history of humanity, urbanization is the latest and most complex form of human adaptation.				3			
4. Although all cities are similar in their needs and activities, most are specialized and depend on one or a few principal kinds of activities.				3			
5. The development of new inventions and technology over the last hundred years has revolutionized the way in which people live.				3		5	6
6. People from many different social, economic, ethnic, and national groups have settled in the United States.					4	5	
7. As the American nation has grown, social institutions have become more complex and numerous to meet the needs of a technological society.						5	
8. Social stratification exists in American society; however, it is not conspicuously evident due to social mobility.						5	
9. No society is completely harmonious; some form of social disorganization is present in all societies.						5	6
10. Overpopulation occurs when more people live in an area than can be supported adequately by its resources.							6
11. Societies develop specific institutions (family, education, religion, government, economic institutions) to carry out the basic functions or meet the needs of a society.		1	2		4		6
SOCIAL CHANGE							
1. Social changes often bring about some problems in society when different aspects of society change at different rates.						5	
SOCIAL CONTROL							
1. All groups, communities, and societies establish customs, rules, and laws through social control.			2	3	4		
2. Social control involves making laws, changing laws, interpreting laws, and enforcing laws.		1	2	3	4	5	

	K	1	2	3	4	5	6
Social Control (Cont.)							
3. Conflicts inevitably arise in group organizations; all conflicts do not necessarily result in violence.				3			
4. All social groups and societies require a system of behavior for humanity to survive.	K	1			4		
SOCIAL INTERACTION							
1. All people interact with the physical and social environment around them.	K	1					
2. Cooperation occurs when two or more persons work together to achieve a common goal.	K		2				
3. Social behaviors, attitudes, and values are developed and internalized through communication and interaction.		1	2				
4. The interaction of many different ethnic groups has resulted in the creation of a culturally pluralistic American society.						5	
5. Migration and immigration have been conspicuous forms of interaction among Americans, particularly minority groups.						5	
CULTURE							
1. Every society has developed its own beliefs, ideas, skills, and technology which can be called its culture.					4		6
2. People are distinguished from other animals by their continuous history, their ability to communicate on a highly sophisticated level through space and time, and the development of culture.							6
3. Although there are several classifications of race, most human (cultural) traits are shared among all people.							6
4. Much of the culture of any society is influenced by its geographical location, and abundance and availability of natural resources.			2	3	4		6
5. Every society has its aesthetic activities; all humans are capable of creating and participating in culture.						5	6

Culture (Cont.)

	K	1	2	3	4	5	6
6. An individual's cultural surrounding exerts a powerful influence throughout life. People think, feel, and act according to the dictates of their culture in order to be an acceptable part of it.			2		4		
7. The development of new technology and inventions over the last hundred years has revolutionized the way in which people live.				3			
8. Cultures and civilizations of the past have contributed to societies of the present.							6
9. The varied backgrounds of many individuals and groups that come to the United States have blended to form a national culture with local and regional differences.						5	
10. People change their culture to cope with new problems. They have survived in hostile environments where less adaptable creatures have been forced into extinction.			2				6
11. Humanity must cooperate and learn respect for one another's culture; what is considered acceptable behavior in one culture may be considered detrimental behavior in another.							6
CULTURAL DIVERSITY							
1. Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.							6
2. Different societies have different attitudes and values which cause people's living habits to differ.							6
FAMILY							
1. The family is a primary force in the transmission of culture.	K	1	2				
2. Patterns of family life differ among various cultural groups, but the basic functions are the same.				3	4	5	6
POLITICAL SYSTEM							
1. Governing bodies are structured according to the purposes of the group, community or nation, and may change as values and interests of the group change.				3	4	5	6

	K	1	2	3	4	5	6
Political System (Cont.)							
2. Political organization (government) resolves conflicts and makes interaction easier among people within their environment.				3	4	5	
3. The Constitution of the United States provides for the basic tenets of democratic government (i.e., the functions and services and limits of government).						5	
POLITICAL CULTURE/CITIZENSHIP							
1. A democratic society is dependent upon citizens who exercise civic responsibility.	K	1	2		4	5	
2. The basic tenets of democratic government should be understood by all American citizens, which include the functions and services of the government and an understanding of the Constitution.					4	5	
3. The understanding of the working of local, state, and federal governments is a civic responsibility of all Americans.					4	5	
4. Members of society, through participation, modify the functions of government to meet their changing needs and values.					4	5	
SELF-IDENTITY							
1. Each human being is different physically, mentally and emotionally from others, and yet is like others in needs, feelings.	K	1					
2. All human beings learn through their senses: by observing, listening, smelling, tasting, feeling, and practicing movements.	K						
3. Individuals are influenced by environments of home, school, and community.		1	2				
4. All human beings have basic physical and emotional needs.	K	1					
5. Individuals have the ability to do and be many things, but each individual is unique with his/her own special set of abilities.	K	1	2				
6. The social self is the picture people have of themselves as reflected from the various groups to which they belong.				3			6

	K	1	2	3	4	5	6
HISTORICAL INTERPRETATION							
1. Records, printed documents and artifacts provide information on civilization's accomplishments.					4	5	6
2. Facts are subject to varying interpretations, influenced by beliefs, values, or points of view.						5	6
GLOBAL PERSPECTIVE							
1. People have vast resources at their command which can be used either for the good of humanity or its destruction.							6
2. In the contemporary world, events have a significance which reaches far beyond the limits of a nation or place of origin; in such circumstances, the world-wide relationship of events must be understood.					4	5	6
3. People are part of a world community; thus their attitudes and values should reflect this orientation.	K	1	2	3	4	5	6

SOCIAL STUDIES K-6

SCOPE AND SEQUENCE

KINDERGARTEN

The Child

The kindergarten child's world and the cognitive developmental level of the child at this age require that most learning experiences be concrete and related to the immediate environment. The child is concerned with the self and needs to understand that while all human beings are unique in some ways, all people have the same basic needs. The child needs to learn to get along with others, to share materials and to cooperate to accomplish tasks. There should be experiences that allow for movement and exploration of the school environment. There should be experiences where the child can learn to express and extend ideas and feelings. The experiences should satisfy as well as arouse curiosity about the world around the child.

The Content

The content in kindergarten generally focuses on the child's egocentric concerns and is related to the self and the immediate environment. The immediate environment may extend beyond the neighborhood due to television and other communication media.

Some Questions and Issues

- Should we all be good in everything?
- Should we let others know how we feel?
- Should we dislike someone who cannot or does not want to be our friend?
- What is the best way to treat a friend?
- Why is it important that we be responsible?

KINDERGARTEN

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- All human beings change physically and mentally throughout their lifetime.
- Individuals or groups can bring about or impede change.

HUMAN EXPERIENCE

- Customs, holidays and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Actions, ideas, and decisions have consequences.

SPATIAL DISTRIBUTION (Location)

- Knowledge of location can help in understanding the natural and physical environment we live in.
- Every object has a geographic location.

CLIMATE AND WEATHER

- Climate and weather changes affect the kinds of activities people engage in.

INTERDEPENDENCE (People are interdependent)

- Each individual and the family are important and responsible units of the larger community, the nation and the world.
- As members of a family, a community, a nation and the world, people are interdependent for satisfaction of needs.

SCARCITY, NEEDS AND WANTS

- Resources are scarce and choices must be made.

SOCIAL CONTROL

- All social groups and societies require a system of behavior for humanity to survive.

SOCIAL INTERACTION

- All people interact with the physical and social environment around them.
- Cooperation occurs when two or more persons work together to achieve a goal which will be shared in common.

FAMILY

- The family is the primary force in the transmission of culture.

POLITICAL CULTURE/CITIZENSHIP

- A democratic society is dependent upon citizens who exercise civic responsibility.

SELF-IDENTITY

- Individuals have the ability to do and be many things, but each individual is unique with his/her own special set of abilities.
- Each human being is different physically, mentally, emotionally, and socially, and yet is like others in needs and feelings.
- All human beings have basic physical and emotional needs.
- All human beings learn through their senses: by observing, listening, smelling, tasting, feeling, and practicing movements.

GLOBAL PERSPECTIVE

- People are part of a world community; thus their attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Me ... Who Am I?

- Like, unlike others
- Feelings; Behavior
- Physical and Emotional Needs
- Change (physical, mental)
- Making choices
- Learning

Rules

- Classroom, playground
- Family
- School
- Consequences of violations

Roles, Responsibilities

- Student
- Teacher
- School staff
- Family members
- Friends

Family

- Interdependence
- Cooperation
- Roles
- Rules
- Customs

School Environment

- Location
- Natural
- Human made

Time

- Hour
- Day (days of the week)

Weather

- Climate
- Temperature

Me ... Who Am I?

- Like, unlike others
- Feelings; Behavior
- Physical and Emotional Needs
- Change (physical, mental)
- Making choices
- Learning

Weather

Rules

- Classroom, playground
- Family
- School
- Consequences of violatio

ME

Time

- Hour
- Day (days of the week)

Roles and Responsibilities

- Student
- Teacher
- School staff
- Family members
- Friends

School Environment

- Natural
- Human made

Family

- Interdependence
- Cooperation
- Roles
- Rules
- Customs

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the kindergarten year, students should demonstrate competencies related to the curriculum as follows:

- Describe how human beings change (self).

- Explain the importance of the family in a person's life.
- Identify and describe the major roles and functions for members of the family.
- Explain how the individual and the family are dependent on others for satisfaction of needs.

- Describe the organization and structure of the school.
- Identify and describe the major personnel in the school.

- Explain the relationship between rules of conduct and their responsibility to self and others.
- Accept the consequences of violating rules.

- Communicate feelings and ideas.
- Describe what makes them feel good about themselves.
- Give examples of behavior that illustrate respect for themselves and others.
- Describe their own personal characteristics that others feel good about.
- Explain why their personal behaviors are acceptable or not acceptable.
- Demonstrate social behaviors which encourage acceptance by others.
- Describe their personal behaviors which should be changed or improved upon and demonstrate change or improvement.

- Cooperate with one or more persons to achieve a common goal.
- Describe ways of solving or preventing conflict.
- Identify examples of problems people have in getting along with each other.

- Obtains information related to a social problem from parents or relatives.
- Describe and accept ways in which people are alike and different.
- Describe basic needs of all human beings.
- Describe ways through which all human beings learn.

- Listen and participate in social studies group activities or discussions.
- Listen and accept opinions of others in social studies group discussions.

- Explain why choices must be made.

- Describe activities in relation to time, climate, weather.

- Interpret pictures.
- Explain the relationship between pictorial symbols on a map and real things on earth.
- Describe physical features of the environment.
- Use directional terms with understanding.
- Describe objects in relationship to one another.
- Orient themselves to location in relation to things in the environment.

FIRST GRADE

The Child

The first grade child is inquisitive and has a great desire to learn. While the child still is concerned with the self, interest in others is evident. Activities need to be varied as attention span is still somewhat limited, but the child can be motivated to learn in a wide range of academic and creative subjects. The first grade child can cooperate with others to complete a task.

The Content

The content focuses on the child and how one relates to the family and to other groups or people in the world. It begins with an examination of the child's own family and school and continues into the community and family groups of other cultures. The first grade child should be encouraged to accept the differences as well as the similarities among people.

Some Questions

- How do I behave in groups? - family, school, church, other.
- What are my responsibilities?
- Why are groups formed?
- How are people alike? Different?
- What do I learn from my family?

Some Issues

- Which form of family is better, the nuclear (father, mother, children) or the extended (including relatives) family?
- What is the best way to take care of our elderly?
- Who should make the family rules?
- Should children receive pay for doing chores around the house?

FIRST GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- All human beings change physically and mentally throughout their lifetime.
- People need to learn to adapt to change because change is continuous and universal.
- Change within a culture may be brought about through contact with other cultures and society.

HUMAN EXPERIENCE

- Customs, holidays and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Actions, ideas, and decisions have consequences.

SPACE AND TIME

- All events can be placed within a framework of space and time.

SPATIAL DISTRIBUTION (Location)

- Every object has a geographic location.
- Maps are tools for identifying geographic patterns.

INTERDEPENDENCE (People are interdependent.)

- Each individual and the family are important and responsible units of the larger community, the nation, and the world.
- As members of a family, a community, a nation and the world, people are interdependent for the satisfaction of needs.

SCARCITY, NEEDS, WANTS

- All people have basic needs that may be met in different ways.
- Resources are scarce and choices must be made.

SOCIAL ORGANIZATION

- People are influenced by and must adjust to the social institutions created by society; failure to adjust can lead to adverse consequences.
- Societies develop specific institutions (family, education, religion, government, economic institutions) to carry out the basic functions or meet the fundamental needs of a society.

SOCIAL CONTROL

- Social control involves making laws, changing laws, interpreting laws and enforcing laws.
- All social groups and societies require a system of behavior for humanity to survive.

SOCIAL INTERACTION

- All people interact with the physical and social environment around them.
- Social behaviors, attitudes, and values are developed and internalized through communication and interaction.

FAMILY

- The family is the primary force in the transmission of culture.

POLITICAL CULTURE/CITIZENSHIP

- A democratic society is dependent upon citizens who exercise civic responsibility.

SELF-IDENTITY

- Individuals have the ability to do and be many things, but each individual is unique with his/her own set of special abilities.
- Each human being is different physically, mentally, emotionally, and socially, and yet like others in needs, feelings.
- All human beings have basic physical and emotional needs.
- Individuals are influenced by environments of home, school, and community.

GLOBAL PERSPECTIVE

- People are part of a world community, thus their attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Self (Reinforcement, extension of kindergarten)

People are alike, yet unique
Physical, psychological needs
Attitudes, values
Special abilities, interests
Responsibilities
Changes

Family (Reinforcement, extension of kindergarten)

Interdependence
Cooperation
Customs
Roles
Making choices

Families in Other Cultures

Basic needs
Roles, work
Customs
Leisure

Families in Other Types of Communities

(Rural-urban-pioneer days-ancient Hawaii)

Groups

Rules
Interdependence
Leader
Members' responsibilities/cooperation

Rules/Roles (Reinforcement of kindergarten)

Students, teachers, other staff
Consequences for violations
Reasons for rules

Map Skills

Location of school and classroom
Location of home and neighborhood

Holidays, Special Events

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Celebrations
Ethnic customs

FAMILIES/GROUPS

Self

- People are alike, yet unique
- Physical, psychological needs
- Attitudes, values
- Special abilities, interests
- Responsibilities
- Changes

Family

- Interdependence
- Cooperation
- Customs
- Roles
- Making choices

Families in Other Cultures

- Basic needs
- Roles, work
- Customs
- Leisure

Families in Other Types of Communities

(Rural-urban-pioneer days-ancient Hawaii)

Groups

- Rules
- Interdependence
- Leader
- Members' responsibilities/cooperation

Rules/Roles

- Students, teachers, other staff
- Consequences for violations
- Reasons for rules

Map Skills

- Location of school
- Location of classroom

Holidays, Special Events

- Celebrations
- Ethnic Customs

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the first grade, students should demonstrate competencies related to the curriculum as follows:

- Describe changes in the self and family.

- Identify and describe the major roles and functions for members of the family.
- Describe the role of the family and explain its relationship to the larger community.
- Explain how the family group teaches the social behavior of a culture.
- Describe basic needs of the family and how these are met.
- Explain why choices must be made.
- Explain how various members of the family influence how they feel about themselves.

- Describe the organization and structure of the school.
- Identify and describe the major roles and functions for personnel in the school.

- Explain the relationship between individual rights and responsibilities in a group situation.
- Explain the necessity for rules and recognize when they should be changed.
- Accept the consequences of violating rules.

- Identify a problem facing a student, the class, or school.
- List the steps for resolving a problem in the class or school.
- Identify examples of problems people have in getting along with each other.
- Obtain information related to a social problem from parents or other adults.

- Explain the importance of interaction with others.
- Describe how experiences and contributions of others influence their lives.

- Identify and describe the institutions that meet the fundamental needs of society.

- Identify historical figures. (e.g. Washington, Lincoln, Kamehameha, Columbus)

- Describe what makes them feel good about themselves.
- Give examples of behavior that illustrate respect for themselves and others.
- Describe their personal characteristics that others feel good about.
- Describe reasons why their personal behaviors are acceptable or not acceptable.
- Demonstrate social behaviors which encourage acceptance by others.
- Describe their personal behaviors which should be changed or improved upon and demonstrate change or improvement.

- Describe and accept ways in which people are alike and different.
- Demonstrate by behavior toward others, that all people, no matter how different they appear outwardly, are worthy of respect.
- Accept others as individuals.
- Cooperate with others toward achievement of a common goal.
- Describe their behavior towards others that enhances positive relationships.

- Listen and participate in social studies group activities or discussions.
- Listen and accept opinions of others in social studies discussions.
- Articulate and explain a viewpoint other than one's own.

- Identify and explain traffic rules and road signs.

- Explain the relationship between the globe and the earth.
- Explain the relationship between symbols on a map and the real things on earth.
- Explain the purposes of maps.
- Describe physical features of the environment.
- Use directional terms with understanding.
- Use maps to determine direction and distance.
- Recognize natural or constructed landmarks in the community.
- Associate correct pictorial symbols with pictures of various natural features.

SECOND GRADE

The Child

The second grade child is interested in new and different experiences. Television and other communications media have introduced the child to peoples and cultures beyond the local community. Consequently, there is a need to develop an understanding of the vast amounts of information one receives and the child will need help in organizing this "knowledge."

The second grade child can begin to search for information independently and to develop problem-solving skills.

The Content

The content focuses on an in-depth study of the characteristics of a community and the interdependence within the community as well as with other communities. It begins with exploring the child's own community, examining the immediate environment, and branches out to other communities and environments.

Some Questions

- Who are some of the people in my community we depend upon?
- How are we dependent upon other communities?
- What kinds of rules does my community have? Why are rules necessary?
- What facilities and services do we have in our community? Should we have others?

Some Issues

- Should the charm of old landmarks such as a historic building be sacrificed in the name of progress?
- Was community life in the "good old days" better than it is in today's communities?

Some Issues (Cont.)

- Should people live in the community in which they were born or should they move out and live in any community they want?
- Which style of community life is better?
- Is life in our community overdependent on resources from other communities?

SECOND GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- People need to learn to adapt to change because change is continuous and universal. Future communities may be different.
- Changes within a culture may be brought about through contact with other cultures and societies.
- Not all change is progress; change may or may not be beneficial.
- The physical and social environment influences people's ways of living; people in turn, influence the environment.

HUMAN EXPERIENCE (Human experience is continuous and interrelated and comes out of the past and continues into the future. Although people are dependent on the past, they can free themselves from it.)

- People within a community share common traditions, experiences, and problems.
- Customs, holidays, and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Actions, ideas and decisions have consequences.

SPATIAL DISTRIBUTION (Location)

- Every object has a geographic location.
- Maps are tools for identifying geographic patterns.
- People's lives are influenced by their physical location on the earth and the availability of natural resources.

PEOPLE-LAND INTERACTION

- Climate, landforms, people and other living things interact to form environment.

INTERDEPENDENCE (People are interdependent.)

- As members of a family, a community, a nation and the world, people are interdependent for the satisfaction of needs.

UTILIZATION OF RESOURCES

- People's utilization of natural resources is related to their wants and the community's level of technology.

MARKET ECONOMY

- People make a living in different ways.

SOCIAL ORGANIZATION

- People are influenced by and must adjust to the social institutions created by their society; failure to adjust can lead to adverse consequences.
- Individuals, families, and groups are organized in a society by social classes (wealth, education, occupation, and other status factors).
- Societies develop specific institutions (family, education, religion, government, economic institutions) to carry out the basic functions or meet the needs of society.

SOCIAL CONTROL

- Communities organize customs, rules and laws through social control.
- Social control involves making laws, changing laws, interpreting laws, and enforcing laws.

SOCIAL INTERACTION

- Cooperation occurs when two or more persons work together to achieve a goal which will be shared in common.
- Social behaviors, attitudes, and values are developed and internalized through communication and interaction.

CULTURE

- Much of the culture of any society is influenced by geographical location, and abundance and availability of natural resources.
- An individual's cultural surrounding exerts a powerful influence throughout life. The person thinks, feels, and acts according to the dictates of the culture in order to be an acceptable part of it.
- People change their culture to cope with new problems.

FAMILY

- The family is the primary force in the transmission of culture.

POLITICAL CULTURE/CITIZENSHIP

- A democratic society is dependent upon citizens who exercise civic responsibility

SELF-IDENTITY

- Individuals are influenced by environments of home, school and community.

Self-Identity (Cont.)

- Individuals have the ability to do and be many things, but each individual is unique with his/her own special set of abilities.

GLOBAL PERSPECTIVE

- People are part of a world community; thus their attitudes and values should reflect this orientation.

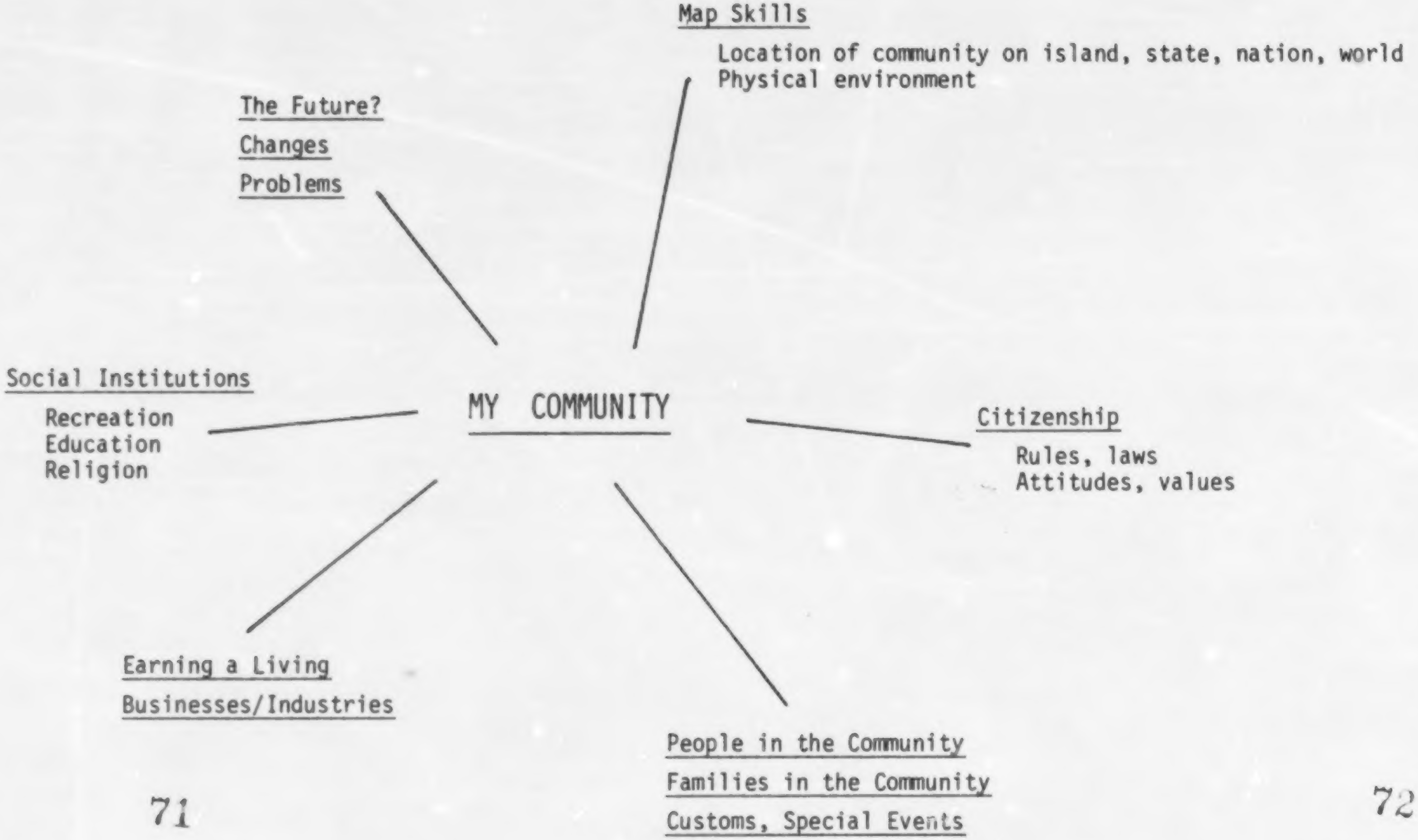
AREAS OF STUDY (Topics)

Home Community

- People in the community
- How people in the community make a living
  - Occupations
  - Businesses
  - Industries
- Role of families in the community
  - Consumers
  - Producers
  - Making choices
- Social institutions in the community
  - Recreation
  - Education
  - Religion
  - Customs, special events
- Citizenship
  - Rules, laws (classroom, school, community)
  - Attitudes, values
- Problems, changes, the future

Map Skills

- Location of community on island, state, nation, world
- Physical environment



MY COMMUNITY

Map Skills

Location of community on island, state, nation, world
Physical environment

The Future?
Changes
Problems

Social Institutions

Recreation
Education
Religion

Citizenship

Rules, laws
Attitudes, values

Earning a Living
Businesses/Industries

People in the Community
Families in the Community
Customs, Special Events

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the second grade, students should demonstrate competencies related to the curriculum as follows:

- Describe changes in the self, family, and community.
- Explain reasons for changes.
- Explain how nature and people change or influence the environment.
- Explain how the environment influences human life.

- Identify and describe the major roles and functions for each member of a family group.
- Describe the role of the family and explain its relationship to the larger community.
- Describe the choices that families make and explain why choices must be made.
- Identify and describe community workers and institutions the family depends upon.
- Describe the organization and function of the school.

- Identify and explain community customs and traditions as a result of past history.
- Describe the major characteristics of a community.
- Explain how the community's basic needs are met.
- Describe how people in the community make a living.
- Describe how government regulates individual and business activities. (safety, health)
- Identify problems in the class, school or community.

- List the steps for resolving a problem in the class, school or community.
- Identify examples of problems people have in getting along with each other.

- Describe different forms of wealth in families and communities.

- Explain the relationship between individual rights and responsibilities in a group situation.
- Explain the necessity and purpose of laws and rules in the school and the community.
- Describe the characteristics of good laws and rules.
- Explain how laws influence their behavior.
- Accept the consequences of violating rules.

- Explain how an individual's culture influences how one feels, thinks, and acts.
- Describe and accept differences in others.

- Cooperate with others to achieve a common goal.
- Identify examples of problems people have in getting along with each other.
- Describe ways of resolving the problems.

- Identify historical figures and tell why they are important.
- Identify historical figures and describe the events they influenced.
- Describe how their lives are influenced by the environment-climate, weather physical location, natural resources, people, other living things.

- Describe the globe as a model of the earth.
- Explain the relationship between symbols on a map and the real things on earth.
- Explain and use map legends to interpret a map.
- Make simple maps of the school or community.
- Read simple maps with understanding.
- Use cardinal directions.
- Locate places on a map.
- Recognize landmarks in the community.
- Describe the location of things in relation to, or direction from, another thing.
- State the name of their community or city, the state, and the nation, and locate all of these on a map or globe.

- Listen and participate in group activities or discussions.
- Listen and accept opinions of others in a discussion.
- Articulate and explain a viewpoint other than their own in a group discussion.

- Obtain information related to a social problem from parents or relatives.
- Gather information from as many different sources as possible.

- Describe what makes them feel good about themselves.
- Give examples of behavior that illustrate respect for themselves and others.
- Describe their personal characteristics that others feel good about.
- Describe reasons why their personal behaviors are acceptable or not acceptable.
- Demonstrate social behaviors which encourage acceptance by others.
- Describe their personal behaviors which should be changed or improved upon and develop ways to change them.
- Describe and accept ways in which people are alike and different.

THIRD GRADE

The Child

The third grade child experiences many changes, physically, mentally, and emotionally. The changes in small muscle development result in improved eye and hand coordination. As the child's reading ability improves, comprehension and learning increases. Generally, the child has a longer attention span and is able to discuss many more aspects of a topic.

The Content

The content focuses on various types of communities around the world. This exploration of diverse communities may lead to viewing and accepting commonalities and differences. Distinct types of communities such as a city, a rural community, a farm community, an early settlement, or a geographic area or region may be the focus of study in any unit.

Some Questions

- Where do people live in the world?
- How are they similar or different from my community?
- How do people adapt to their environments?

Some Issues

- Should people working in the city be expected to live in the city?
- Should people who work in the city but live in the suburbs pay city taxes?
- Should cities be allowed to grow indefinitely?
- What kind of community is preferable for me (my future)?

THIRD GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- Changes within a culture may be brought about through contact with other cultures and societies.
- Not all change is progress; change may or may not be beneficial.
- The physical and social environment influences people's ways of living; people, in turn, influence the environment.
- All cultures or communities experience change in some form although their response and adaptation to change varies.

HUMAN EXPERIENCE (Human experience is continuous and interrelated and comes out of the past and continues into the future. Although people are dependent on the past, they can free themselves from it.)

- People within a community share common traditions, experiences, and problems.
- Customs, holidays and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Actions, ideas and decisions have consequences.

SPACE AND TIME

- The universality and diversity of humankind can be viewed in the framework of space and time.

SPATIAL DISTRIBUTION (Location)

- Maps are tools for identifying geographical patterns.
- People's lives are influenced by their physical location on the earth and the availability of natural resources.
- Earth is a planet in space made up of land, water, and atmosphere.

PEOPLE-LAND INTERACTION

- Climate, landforms, people and other living things interact to form environment.
- People can adapt to many different environments and conditions.
- Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to meet their needs.

INTERDEPENDENCE

- As members of a family, a community, a nation and the world, people are interdependent for the satisfaction of needs.

SCARCITY, NEEDS, WANTS

- People trade with others to satisfy their needs and wants.

UTILIZATION OF RESOURCES

- The culture of a community determines how resources will be allocated and used.

SOCIAL ORGANIZATION

- In the history of humanity, urbanization is the latest and most complex form of human adaptation.
- Although all cities are similar in their needs and activities, most are specialized and depend on one or a few principal kinds of activities.
- The development of new inventions and technology over the last hundred years has revolutionized the way in which people live.

SOCIAL CONTROL

- Communities organize customs, rules, and laws through social control.
- Social control involves making laws, changing laws, interpreting laws, and enforcing laws.
- Conflicts inevitably arise in group organizations; all conflicts do not necessarily result in violence.

CULTURE

- Much of the culture of any society is influenced by its geographical location, abundance and the availability of natural resources.
- The development of new technology and inventions over the last hundred years has revolutionized the way in which people live.

FAMILY

- Patterns of family life differ among various cultural groups, but the basic functions are the same.

POLITICAL SYSTEM

- Governing bodies are structured according to the purposes of the group, community, nation, or larger group, and may change as values and interests change.
- Political organization (government) resolves conflicts and makes interaction easier among people within their environment.

SELF IDENTITY

- The social self is the picture people have of themselves as reflected from various groups to which they belong.

GLOBAL PERSPECTIVE

- People are part of a world community; thus their attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Communities in Other Parts of the World (desert, arctic, primitive)

- Location
- Environment
- Utilization of Resources
  - Needs
  - Wants
- Culture
  - Customs, traditions
  - Food
  - Religion
  - Family Life
  - Education
  - Laws
  - Leisure
  - Problems, changes
- Interdependence with other Communities

Different types of communities (cities, agricultural communes) or communities of the past

Communities in the Future

Map Skills

- Direction
- Landforms
- Waterforms
- Seasons
- Climate
- Latitude (Equator)
- Longitude (Prime Meridian)

THIRD GRADE

MY COMMUNITY

OTHER COMMUNITIES

Utilization of Resources

Needs
Wants

Map Skills

Directions
Landforms
Waterforms
Seasons
Climate
Latitude (Equator)
Longitude (Prime Meridian)

Environment

Adaptation
Conservation
Utilization of Resources

Culture (Ways of Living)

Customs, traditions
Family life
Food
Religion, values
Tools, work
Education
Leisure

Types of Communities

Cities
Rural Communities
Suburban Communities
Settlements

Current Happenings
Special Events and
Holidays (on-going
topics to be integrated
in other units)

The Future of Communities

Problems
Changes

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences

In addition, by the end of the third grade, students should demonstrate competencies related to the curriculum as follows:

- Explain how the physical and social environments influence where and how people live and what they do; and how humans, in turn, influence and change the environment.
- Describe how communities have adapted to different environments.
- Describe the school in terms of a community.
- Explain why communities are interdependent.
- Explain the relationship between people's technology, cultural background, and the use of natural resources.
- Explain why choices regarding the use of natural resources must be made.
- Explain the relationship between the environment and the materials used for tools, clothing, shelter, and the mode of transportation.

- Identify and describe the major roles and functions for each member of the family group.
- Describe the role of the family and explain its relationship to the larger community.
- Identify the basic functions of the family which are the same in all cultural groups.
- Describe the needs of the family and community and explain how they are met.
- Identify and accept differences in cultural patterns.
- Identify commonalities among all peoples and communities.
- Identify community problems.
- Identify different forms of wealth.
- Explain how culture influences their behavior.

- Explain the need for a government or governing body among groups of people.
- Explain the relationship between individual rights and responsibilities in a group situation.

- Identify a problem facing the class, school, or larger community.
- List the steps for resolving a problem.
- Identify examples of problems people have in getting along with each other.

- Describe scenarios of future communities.

- Use globes and maps to develop concepts of shape, area, distance, and location.

- Identify the earth as a sphere and locate the hemispheres.
- Locate the equator.
- Use cardinal directions.
- Locate places as situated north or south of the equator.
- Recognize landforms and waterforms by their shapes and sizes.
- Use globes and maps to locate places or areas in the news.
- Identify continents and oceans.
- Locate their own community or island in relation to other communities and islands.

- Use relief maps to describe areas.

- Identify historical figures and tell why they are important.
- Identify historical figures and describe the events they influenced. (Washington, Lincoln, Columbus, Kamehameha)
- Identify the historical figures most admired and describe the major motivation which guided each into action.

- Obtain information related to a social problem from parents, relatives, and other sources.
- Gather data from various sources and organize the data related to a social problem.
- Distinguish between relevant and irrelevant data when reviewing information for solving a social problem.

- Listen and participate in a group activity.
- Listen and accept opinions of others in group discussions.
- Contribute an opinion or viewpoint in a discussion.
- Articulate and explain a viewpoint other than their own in a group discussion.

- Describe what makes them feel good about themselves.
- Give examples of behavior that illustrate respect for themselves and others.
- Describe their personal characteristics that others feel good about.
- Describe reasons why their personal behaviors are acceptable or not acceptable.
- Demonstrate social behaviors which encourage acceptance by others.
- Describe their personal behaviors which should be changed or improved and develop possible ways to change them.
- Describe and accept ways in which people are alike and different.

FOURTH GRADE

The Child

The fourth grade child is often self conscious and prefers working in groups rather than working alone. The child may prefer working with members of his/her own sex. Therefore, the teacher will need to provide experiences where children of both sexes can work together.

The child is better able to understand abstract concepts and the "why" of normal decisions. He/she is interested in other cultures and countries of the world.

The Content

The content focuses on Hawaii, past and present. The study of Hawaiian culture and other cultures of Hawaii provide the background for understanding that there are many cultural solutions to the problems of living. Extending the use of research skills is important, as well as developing critical thinking, and problem-solving skills. Valuing activities should be provided.

Some Questions

- How did the early Hawaiians solve the problems of living?
- Who did what? In what relationship to others?
- How did people learn what was proper in this culture?
- What is the relationship between the cultural system and the environment?

Some Issues

- Should the western people have adopted the Hawaiian philosophy toward nature?
- How can we conserve the earth's resources?
- What laws meant to protect the environment are or could be justified?

FOURTH GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- People need to learn to adapt to change, because change is continuous and universal.
- Changes within a culture may be brought about through contact with other cultures and societies, inventions, etc.
- Not all change is progress; change may or may not be beneficial.
- The physical and social environment influences people's ways of living; people, in turn, influence the environment.
- All cultures or communities experience change in some form although the response and adaptation to change varies.
- The historical past influences the present; the development of social, political, and economic institutions have been influenced by what has gone on before.

HUMAN EXPERIENCE

- Customs, holidays, and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Actions, ideas and decisions have consequences.

SPATIAL DISTRIBUTION (Location)

- Knowledge of location can help in understanding the natural and physical environments we live in.
- Maps are tools for identifying geographic patterns.
- People's lives are influenced by their physical location on the earth and the availability of natural resources.
- Earth is a planet in space made up of land, water and atmosphere (direction, grid, longitude, rotation, and revolution of the planet are geographic characteristics of the earth).

PEOPLE-LAND INTERACTIONS

- Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to meet their needs.

INTERDEPENDENCE

- As members of a family, a community, a nation and the world, people are interdependent for satisfaction of needs.

UTILIZATION OF RESOURCES

- The culture of a community determines how resources will be allocated and used.
- The wise use of economic resources is essential for the growth of our state; this involves understanding of related concepts such as scarcity, interdependence, market economy.
- The satisfaction of people's needs depends on proper planning and the conservation of both natural and human resources.

SOCIAL ORGANIZATION

- People are influenced by and must adjust to the social institutions created by their society; failure to adjust can lead to adverse consequences.
- Individuals, families, and groups are organized in a society by social classes using criteria such as wealth, education, occupation, others.
- People from many different social, economic, ethnic, and national groups have settled in Hawaii and contributed to society.
- Societies develop specific institutions (family, education, religion, government, economic institutions) to carry out the basic functions of a society.

SOCIAL CONTROL

- Communities and societies organize customs, rules, and laws through social control.
- Social control involves making laws, changing laws, interpreting laws, and enforcing laws.
- All social groups require a system of behavior for humanity to survive.

CULTURE

- Every society has developed its own beliefs, ideas, skills and technology which can be called its culture.
- Much of the culture of any society is dependent upon its geographic location, and the abundance and availability of natural resources.
- An individual's cultural surrounding exerts a powerful influence throughout life. The person thinks, feels, and acts according to the dictates of the culture in order to be an acceptable part of it.

FAMILY

- Patterns of family life differ among cultural groups, but the functions remain the same.

POLITICAL SYSTEM

- Governing bodies are structured according to the purposes of the group, community, nation, or larger group and may change as values and interests change.
- Political organization (government) resolves conflicts and makes interaction easier among people within their environment.
- The understanding of the workings of local and state governments is a civic responsibility of all Americans.

POLITICAL CULTURE/CITIZENSHIP

- A democratic society is dependent upon citizens who exercise civic responsibility.
- The basic tenets of democratic government should be understood by all citizens, which include the functions and services of the government and an understanding of the Constitution of the state and nation.

HISTORICAL INTERPRETATION

- Records, printed documents, and artifacts provide information on civilization's accomplishments.

GLOBAL PERSPECTIVE

- In the contemporary world, events have a significance which reaches far beyond the limits of a nation or place of origin; in such circumstances, the worldwide relationship of events must be understood.
- People are part of a world community; thus their attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Polynesian Migration

- Migration theories
- Moikeha legends

Geography of Hawaii

- History of student's own area - ahupua'a
- Geology
- Climate
- Population today
- Map skills

Ancient Hawaiian Culture

- Roles within the ahupua'a
- Food - agriculture, fishing
- Cooking methods
- Basic food plants
- Houses and home furnishings
- Clothing
  - Kapa making

Government, Past & Present

- Symbols of royalty
- Featherwork
- Class system
- Kamehameha and Monarchy
- Government today (for comparative study)

FOURTH GRADE

HAWAII

Polynesian Migration

- migration theories
- moikeha legends

Geography of Hawaii

- Geology
- Climate
- Map skills
  - prime meridian
  - equator
  - latitude
  - longitude
  - location
  - direction
  - distance
  - landforms
  - waterforms
- History of student's own area - ahupua'a
- Population today

Ancient Hawaiian Culture

- Roles within the family, ahupua'a, relationship to others
- Food
  - Agriculture
  - Fishing
  - Basic Food plants
  - Cooking methods
- Houses and home furnishings
- Clothing
  - kapa making
- Religion, beliefs, values
- Changes
- Similarities and differences with students' culture
- Comparisons with today
  - economy (agriculture, tourism, industry)
  - family roles
  - values

Government, Past & Present

- Symbols of royalty
  - featherwork
- Class system
- Kamehameha and Monarchy
- Government today (for comparative study)

Ethnic Groups

Contributions to Hawaiian society and culture

Current Happenings

(on-going topics to be integrated in other units)

Hawaii's Future

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the fourth grade, students should demonstrate competencies related to the curriculum as follows:

- Explain Polynesian migration theories.
- Explain how culture determines a person's behavior, values, and world views.
- Describe the relationship between the early Hawaiian cultural system and the environment.
- Explain early Hawaiian views on conserving the environment.
- Explain the necessity for wise use of the natural resources.
- Explain how people within a culture learn the ways that are considered proper.
- Identify the qualities of the early Hawaiian culture which endure today.
- Identify and describe the roles of the members of the Hawaiian family.
- Identify and describe the roles of the members within the ahupua'a.
- Identify and explain the functions of the kahuna in early Hawaiian culture.
- Compare and contrast early Hawaiian culture and their own cultural practices.
- Describe how the Hawaiians met their basic needs in terms of obtaining and cooking their food, providing for clothing and shelter.
- Describe the importance of religion in Hawaiian culture.
- Describe the Kapu system as related to social control and organization.
- Describe the class system as related to social organization.
- Explain the roles of the ali'i, maka'ainana, kahuna, kauwa and their relationship to each other.

- Explain the importance of Kamehameha to Hawaii.
- Identify the political leaders of their city or county and the state.
- Describe the basic organizational structure and functions of city or county, and state governments.

- Explain the necessity for rules and laws.
- Explain the relationship between rules of conduct and their responsibility to themselves and others.

- Identify the different groups that have settled in Hawai'i.
- Identify the contributions of different ethnic groups to contemporary Hawaiian society.

- Explain how Hawaii is dependent on other states and nations for satisfaction of needs.

- Describe cultural practices from ethnic groups other than their own, and explain their acceptance or non-acceptance of them.
- Analyze the reasons for difficulties in acceptance of cultural practices that differ from their own.

- Use longitude and latitude lines on globes and maps in locating places.
- Explain the purposes of the equator, Prime Meridian and the 180th meridian.
- Locate major oceans and continents.
- Locate the major islands of Hawaii.
- Distinguish the islands by their size, shape, and position.
- Explain how the islands were formed.
- Locate Hawaii in relation to the continental United States and the rest of the world.
- Distinguish land and water forms by their sizes and shapes.
- Read maps to seek information regarding location, direction, and distance.
- Relate current happenings to areas on the maps and globes.

- Contribute an opinion or viewpoint in a discussion.
- Explain the relationship between rules of conduct and one's responsibility to self and others.
- Articulate and explain a viewpoint other than their own in a group discussion.

- Identify and use data gathered from many sources in seeking possible solutions to a social problem.
- Raise questions related to a social problem based on data gathered from many sources.

- Distinguish statements of fact from opinion when reviewing information for solving a social problem.
- Gather information from various sources and organize the data related to a social problem.
- Distinguish between relevant and irrelevant data when reviewing information for solving a social problem.

- Describe the behavioral characteristics which they believe would contribute most toward a positive feeling of themselves.
- Explain how friends can influence their behavior and how that affects feelings about themselves.
- Describe the cultural practices which their own families value and how these affect feelings about themselves.
- Explain how the various members of the family influence how they feel about themselves.

- Describe their behavior towards others that enhances positive relationships.
- Predict the probable reactions to inconsistent behaviors toward others.
- Listen and accept opinions of others and engage constructively in social studies discussions.

FIFTH GRADE

The Child

The fifth grade child experiences physical changes and rapid growth spurts. These changes may cause periods of frustration and anger. Generally, the child is enthusiastic and interested in places and problems in the news. Most personal and societal problems are within the child's level of understanding and teachers can help students understand the causes and effects of problems.

The Content

The content is focused on the United States, past and present. The emphasis should be on the people, the feelings, hopes, hardships and achievements they experienced in the settling and developing of the nation. This study can help students appreciate the past and present individual and group experiences and contributions to our society. America's place in the world today should also be recognized and contemporary issues should be studied in this context.

Some Questions

- What were the motivations of the people who came to explore America? Who immigrated to America? Who moved West?
- How did they solve the problems of living?
- What events have produced an industrialized, urbanized, society?
- What problems is America facing? What are some solutions?
- What can I do to help?

Some Issues

- Were the settlers justified in displacing the Indians?
- Is revolution justified for people who feel oppressed?
- Should the United States continue an open policy of immigration?
- What can be done to insure equal rights for all?
- How can racial discrimination be reduced in U.S. communities?
- Are the values implied in the Declaration of Independence, the Constitution and the Bill of Rights still valid?

FIFTH GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- People need to learn to adapt to change because change is continuous and universal.
- Not all change is progress; change may or may not be beneficial.
- The physical and social environment influences people's ways of living; people, in turn, influence the environment.
- The historical past influences the present; the development of American social, political, and economic institutions has been influenced by what has gone on before.
- Economic and social change can be brought about by new developments in science and technology.

HUMAN EXPERIENCE (Human experience is continuous and interrelated and comes out of the past and into the future. Although people are dependent on the past, they can free themselves from it.)

- Customs, holidays, and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Events rarely have a single cause, but result from a number of causes impinging on one another.
- Actions, ideas and decisions have consequences.

SPATIAL DISTRIBUTION (Location)

- Maps are tools for identifying geographic patterns.
- People's lives are influenced by their physical location on the earth and the availability of natural resources.

PEOPLE-LAND INTERACTION

- Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to meet their needs.

INTERDEPENDENCE

- As members of a family, a community, a nation and the world, people are interdependent for the satisfaction of needs.

Interdependence (Cont.)

- Regions in the U.S. are mutually interdependent because economic and human resources are not equally divided throughout the nation.

SCARCITY, NEEDS, WANTS

- Resources are scarce and choices must be made.
- All economic systems face the problem of scarcity.

UTILIZATION OF RESOURCES

- The satisfaction of people's needs depends on proper planning and conservation of both natural and human resources.
- Natural resources, transportation, communication and technology were essential to the development of America's modern industrial society.

MARKET ECONOMY

- Federal, state and local governments regulate a wide range of economic activity, which in some ways limit the freedom of action of individuals and businesses.
- In a basically free enterprise economy, government plays a significant role in setting priorities and using resources.
- The system of free enterprise has been a characteristic of the American economy from its earliest beginnings.

ECONOMIC, STABILITY, GROWTH, AND CHANGE

- Economic security depends upon the maintenance of income, both individual and business, which results in a circular flow of income among the public, business and government.
- The process of production and the development and utilization of a labor force are primary factors in the economic growth of America.
- The economy of the nation is dependent upon the wise use of capital to support continued growth and an increasing standard of living.

SOCIAL ORGANIZATION

- The development of new inventions and technology over the last hundred years has revolutionized the way in which people live.
- People from many different social, economic, ethnic, and national groups have settled in the United States.
- As the American nation has grown, social institutions have become more complex and numerous to meet the needs of a technological society.

- Social stratification exists in American society; however, it is not conspicuously evident due to social mobility.

- No society is completely harmonious; some form of social disorganization is present in all societies.

SOCIAL CHANGE

- Social changes often bring about some problems in society when different aspects of society change at different rates.

SOCIAL CONTROL

- Social control involves making laws, changing laws, interpreting laws, and enforcing laws.

SOCIAL INTERACTION

- The interaction of many different ethnic groups has resulted in the creation of a culturally pluralistic American society.

- Migration and immigration have been conspicuous forms of interaction among Americans, particularly minority groups.

CULTURE

- Every society has its aesthetic activities; all humans are capable of creating and participating in culture.

- The varied backgrounds of the many individuals and groups that came to the United States have blended to form a national culture with local and regional differences.

FAMILY

- Patterns of family life differ among various cultural groups, but the basic functions are the same.

POLITICAL SYSTEM

- Governing bodies are structured according to the purposes of the group, community, nation, or larger group, and may change as values and interests change.

- Political organization (government) resolves conflicts and makes interaction easier among people within their environment.

- The Constitution of the United States provides for the basic tenets of democratic government (i.e., the functions and services, and limits of government).

POLITICAL CULTURE/CITIZENSHIP

- A democratic society is dependent upon citizens who exercise civic responsibility.
- The basic tenets of democratic government should be understood by all citizens, which include the functions and services of the government and an understanding of the Constitution.
- The understanding of the workings of local, state, and federal governments is a civic responsibility of all Americans.
- Members of society, through participation, modify the functions of government to meet their changing needs and values.

HISTORICAL INTERPRETATION

- Records, printed documents, and artifacts provide information on civilization's accomplishments.
- Facts are subject to varying interpretations, influenced by beliefs, values, or points of view.

GLOBAL PERSPECTIVE

- In the contemporary world, events have a significance which reaches for beyond the limits of a nation or place or origin; in such circumstances, the world-wide relationship of events must be understood.
- People are part of a world community; thus their attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Early America

- Indians
- Explorers
- Colonists
    - Reasons for migrating to America
    - Way of Life

Founding of a Nation

- American Revolution
- Constitution - Bill of Rights
- Democratic Ideals

Growth, Change in America

- Westward Movement
    - Settlers and settlement
- Industrialization/Urbanization
    - New modes of transportation
    - Inventions
    - Economic growth - free enterprise
    - Rise of cities
- Civil War
    - Events leading to war
    - Slavery ----- Black History
    - Post-war changes
- Immigration
    - Reasons for migrating to America
    - Rise of pluralistic, multicultural society

Current Events

On-going, to be integrated in all topics

Geography, Map Skills

On-going, to be integrated in all topics

FIFTH GRADE

UNITED STATES

Early America

- Indians
- Explorers
- Colonists

Founding of a Nation

- American Revolution
- Constitution - Bill of Rights
- Democratic Ideals

Geographical Regions

- Landforms, landscape
- Vegetation
- Water sources
- Climate

Growth, Change in America

- Westward Movement
  - Settlers and settlement
- Industrialization/Urbanization
  - New modes of transportation
  - Inventions
  - Economic growth - free enterprise
  - Rise of cities
- Civil War
- Immigration
  - Minority Groups
  - Ethnic Groups

Map Skills

- Map projections
- Directions
- Latitude
- Longitude
- Time Zones
- Distance
- Location

Current Events

- On-going

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the fifth grade, students should demonstrate competencies related to the curriculum as follows:

- Explain how human life is influenced by the environment.
- Explain how people adapt, shape, utilize, and exploit the earth to suit their own needs.
- Explain the necessity and give alternatives for conservation of natural resources.

- Identify ways in which the Indians met the needs of daily life.

- Explain the motivations of those who explored and/or settled in America.

- Identify and explain the factors important to the success and growth of a colony or settlement in early America.
- Describe the struggle and the way of life of the colonists and settlers in terms of solving the problems of living.
- Explain the interdependence of the American nation with other countries, and among the regions within the nation.

- Describe the purpose of government and necessity for law.
- Describe the basic organizational structure of the local, state and federal levels of government.
- Explain the major functions and responsibilities of local, state, and federal levels of government.
- Describe the purpose of the Constitution.
- Identify the democratic ideals upon which the Constitution is based.

- Explain the sources of conflict between America and Britain which led to the Revolutionary War.
- Explain the sources of conflict between the North and South which led to the Civil War.
- Describe and explain the environmental, economic and social changes brought about by the westward movement, and by developments of science and technology.
- Describe changes in American life resulting from industrialization and urbanization.
- Describe changes in American life resulting from a greater sense of justice.

- Explain why immigrants settled in America.
- Locate the places from which the various ethnic groups came.
- Describe the contributions of immigrants to American culture and society.
- Describe and explain how the interaction of many different ethnic groups has resulted in an "American" culture.

- Describe the difficulties faced by minority groups (past and present) and the gains won.

- Compare various map projections with globes and recognize the distortions between land areas on maps compared with land areas on globes.
- Uses intermediate directions (NE, NW, SE, SW) accurately in establishing or describing location.
- Locate areas in the news.
- Locate the chief physical features of the United States and places of national historical significance.
- Trace the routes of explorers and settlers of America.
- Locate natural barriers which influenced exploration, the movement of people, and the formation of settlements.
- Read and make inferences from facts given in maps, graphs, and tables.
- Explain the reason for the time zones.

- Contribute an opinion or viewpoint in social studies discussions.
- Explain the relationship between rules of conduct and their responsibility to themselves and others.
- Articulate and explain a viewpoint other than their own in a group discussion.

- Identify and use data gathered from many sources in seeking possible solutions to a social problem.
- Raise questions related to a social problem based on data gathered from various sources.
- Distinguish statements of fact from opinion when reviewing information for solving a social problem.
- Gather information from various sources and organize the data related to a social problem.
- Distinguish between relevant and irrelevant data when reviewing information for solving a social problem.
- Identify the key questions that need to be answered in resolving a social problem.

- Describe the behavioral characteristics that they believe would contribute most toward a positive feeling of themselves.
- Explain how friends can influence their behavior and now that affects feelings about themselves.
- Describe the cultural practices which their family values and how those affect feelings about themselves.
- Explain how the various members of the family influence how they feel about themselves.
- Describe cultural practices from ethnic groups other than their own, and explain their acceptance or non-acceptance of them.
- Analyze the reasons for difficulties in acceptance of cultural practices that differ from their own.

- Describe their behavior towards others that enhance positive relationships.
- Predict the probable reactions to inconsistent behaviors toward others.
- Listen and accept opinions of others and engage constructively in social studies discussions.

SIXTH GRADE

The Child

The sixth grade child acquires more of the responsibilities of the adult and wants to be treated as an adult, but still enjoys the fun and games of childhood. More decisions are made independently and the child may begin to question parental authority or societal rules. Participating in peer group activities is important to the individual. Many opportunities for expression of feelings and ideas should be provided.

The Content

The content focuses on cultures other than the child's own culture. This study should extend the child's understanding that there are many cultural solutions to the problems of living. Teachers can focus on understanding that behavior is largely an expression of cultural experience and that each culture develops its own beliefs, ideas of reality and ways of living.

Some Questions

- How have people solved the problems of living?
- How can nations promote human rights?
- How are people/countries/regions interdependent of one another? Is this desirable?
- What are the causes of conflict around the world?
- How do I fit into the world?

Some Issues

- How would our lives be different if they were influenced by the philosophies of the early civilizations of the Far East?
- Should the American people continue to base their way of life only on the ancient Western cultures?

- Is there a culture that is better than the others?
- What can be done to reduce the causes of conflict around the world?
- How can the United Nations become more effective?
- Should we cooperate with nations that disregard human rights?

SIXTH GRADE

Concepts and Generalizations

CHANGE (All human beings and institutions are subject to change over a period of time.)

- Changes within a culture may be brought about through contact with other cultures and societies.
- Not all change is progress; change may or may not be beneficial.
- The physical and social environment influences people's ways of living; people, in turn, influence the environment.
- The historical past influences the present; the development of social, political, and economic institutions have been influenced by what has gone on before.
- Economic and social change can be brought about by individual creativity and new developments of science and technology.
- Humanity's exploration of space is changing the geographic concept of the world and its future.

HUMAN EXPERIENCE

- People within a community share common traditions, experiences and problems.
- Customs, holidays, and ways of thinking are the result of past history.

CAUSE AND EFFECT

- Events rarely have a single cause but result from a number of causes impinging on one another.
- Actions, ideas and decisions have consequences.

SPACE AND TIME

- All events can be placed within a framework of space and time.
- The universality and diversity of mankind can be viewed in the framework of space and time.

SPATIAL DISTRIBUTION (Location)

- Maps are tools for identifying geographic patterns.
- People's lives are influenced by their physical location on the earth and the availability of natural resources.
- Earth is a planet in space made up of land, water, and atmosphere.

PEOPLE-LAND INTERACTION

- People can adapt to many different environments and conditions.
- Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to their own needs.

INTERDEPENDENCE (People are interdependent.)

- As members of a family, a community, a nation, and the world, people are interdependent for the satisfaction of needs.
- As the world's population grows and resources dwindle, the nations of the world become increasingly interdependent.

SCARCITY, NEEDS, WANTS

- All economic systems face the problem of scarcity.
- People trade with each other to satisfy their needs and wants.

SOCIAL ORGANIZATION

- The development of new inventions and technology over the last hundred years has revolutionized the way in which people live.
- No society is completely harmonious; some form of social disorganization is present in all societies.
- Overpopulation occurs when more people live in an area than can be supported adequately by its resources.
- Societies develop specific institutions (family, education, religion, government, economic institutions) to carry out the basic functions or fundamental needs of a society.

CULTURE

- Every society has developed its own beliefs, ideas, skills, and technology which can be called its culture.
- People are distinguished from other animals by their continuous history, their ability to communicate on a highly sophisticated level through space and time, and the development of culture.
- Although there are several classifications of race, most human (cultural) traits are shared among all people.
- Much of the culture of any society is influenced by its geographical location, and the abundance and availability of natural resources.
- Every society has its aesthetic activities and appreciation of them; these, in turn, influence that society.
- Cultures and civilizations of the past have contributed to societies of the present.

Culture (Cont.)

- Humanity must cooperate and learn respect for another's culture; what is considered acceptable behavior in one culture may be considered detrimental behavior in another.

CULTURAL DIVERSITY

- Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

- Different societies have different attitudes and values which cause people's living habits to differ.

FAMILY

- Patterns of family life differ among various cultural groups, but the basic functions are the same.

POLITICAL SYSTEM

- Governing bodies are structured according to the purposes of the group, community, or nation, and may change as values and interests change.

SELF-IDENTITY

- Individuals have the ability to do and be many things, but each individual is unique with his/her own special set of abilities.

- The social self is the picture people have of themselves as reflected from the various groups to which they belong.

HISTORICAL INTERPRETATION

- Records, printed documents and artifacts provide information on civilization's accomplishments.

- Facts are subject to varying interpretations, influenced by beliefs, values, or points of view.

GLOBAL PERSPECTIVE

- People have vast resources at their command which can be used either for the good of humanity or its destruction.

- In the contemporary world, events have a significance which reaches far beyond the limits of a nation or place of origin; in such circumstances, the world-wide relationship of events must be understood.

- People and nations are part of a world community; attitudes and values should reflect this orientation.

AREAS OF STUDY (Topics)

Organizing topics/concepts for study of a cultural group or civilization:

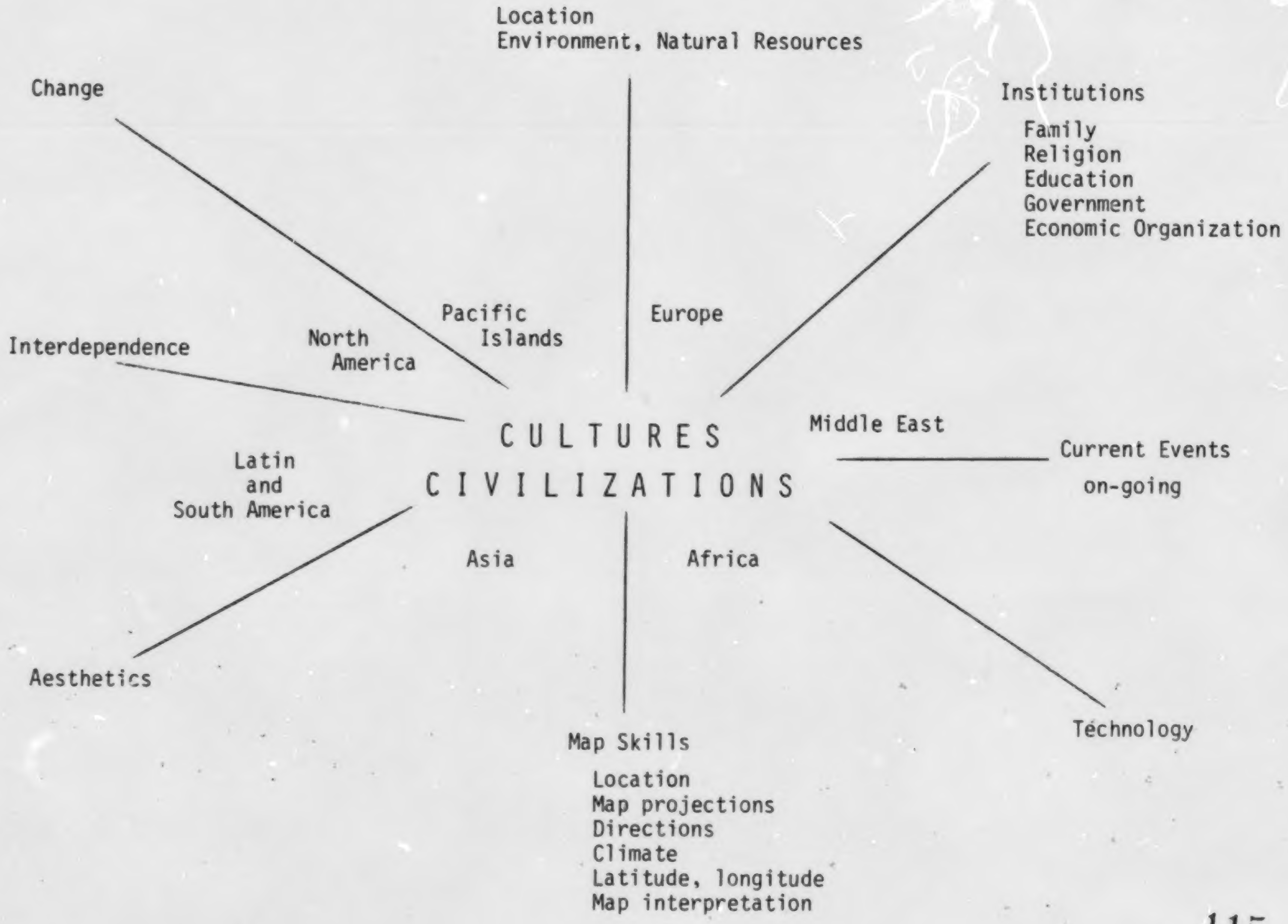
- Location
- Environment, Natural Resources
- Institutions
    - Family
    - Religion
    - Education
    - Government
    - Economic Organization
- Technology
- Aesthetics
- Interdependence
- Change

A variety of cultural groups and organizations which are representative of past cultures and civilizations and present world cultures should be selected for development of the above topics/concepts. At least one culture or civilization from each of the major world regions should be included:

- Europe
- Middle East
- Africa
- Asia
- Latin and South America
- North America
- Pacific Islands

Map Skills

- Location
- Map projections
- Directions
- Climate
- Latitude, longitude
- Map interpretation


Location
Environment, Natural Resources
Change
Institutions
Family
Religion
Education
Government
Economic Organization
Pacific Islands
Europe
North America
Interdependence
CULTURES
CIVILIZATIONS
Middle East
Current Events
on-going
Latin and South America
Asia
Africa
Aesthetics
Technology
Map Skills
Location
Map projections
Directions
Climate
Latitude, longitude
Map interpretation

OBJECTIVES

Social Studies learning should result in having students demonstrate the following in depth and scope appropriate to their level of development:

- Develop an understanding and appreciation of people and environments in their own and other cultures.
- Develop and use inquiry processes at their present level and as a basis for future learning in problem-solving and decision making situations beyond school experiences.
- Develop study skills needed for active and independent learning.
- Develop values and attitudes that reinforce a positive, realistic self concept.
- Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life as well as more complex concepts that will be encountered in later school experiences.

In addition, by the end of the sixth grade, students should demonstrate competencies related to the curriculum as follows:

- Describe how culture and environment are interrelated.
- Describe how people adapt, shape, utilize, and exploit the earth to their own needs.
- Explain the relationship between knowledge of technology and the ability to alter the environment.
- Explain the effects of human activities on the environment.
- Explain how changes within a culture are brought about.
- Describe the effect of technology on people's ways of living and thinking.

- Explain the interdependence of one community or country with others.
- Generalize about the increasing need for international cooperation.

- Describe the universality and diversity of humankind.
- Describe how people in different nations solve the problems of daily living.
- Explain how the environment influenced the development of civilizations and cultures.

- Describe the institutions which meet the needs of the family and society in various cultures.
- Describe the roles of family members in various cultures.
- Explain behaviors in relation to beliefs, attitudes, values in various cultures.
- Explain and accept cultural differences.

- Analyze current happenings in terms of world-wide relationships.

- Use latitude and longitude in locating places on the map or globe.
- Explain the relationship among the latitudes - low, middle, high - and the ways of life of people.
- Locate air and ocean currents and explain their role in the development of countries.
- Use various mileage scales.
- Use map legends to interpret the color and symbols used to present various kinds of information.
- Use a variety of maps and globes for different purposes.

- Contribute opinions or viewpoints in social studies discussions.
- Explain the relationship between rules of conduct and responsibility to self and others.
- Articulate and explain a viewpoint other than their own in group discussions.
- Describe various forms of cultural expressions.

- Identify and use data gathered from many sources in seeking possible solutions to a social problem.
- Raise questions related to a social problem based on data gathered from various sources.
- Distinguish statements of fact from opinion when reviewing information for solving a social problem.
- Gather information from various sources and organize the data related to a social problem.
- Distinguish between relevant and irrelevant data when reviewing information for solving a social problem.
- Identify the key questions that need to be answered in resolving a social problem.

- Describe the behavioral characteristics that they believe would contribute most towards a positive feeling of themselves.
- Explain how friends can influence their behavior and how that affects feelings about themselves.
- Describe the cultural practices which their family values and how these affect feelings about themselves.
- Explain how the various members of the family influence how they feel about themselves.

- Describe cultural practices from ethnic groups other than their own, and explain their acceptance or non-acceptance of them.
- Analyze the reasons for difficulties in acceptance of cultural practices that differ from their own.
- Describe their behavior towards others that enhances positive relationships.
- Predict the probable reactions to inconsistent behaviors toward others.
- Listen and accept opinions of others and engage constructively in social studies discussions.

Instructional Development

THE LEARNING ENVIRONMENT

The learning environment includes the school, the classroom, the community and the interaction of the teacher and student within these contexts at various times.

Articulation and Communication

An effective K-12 social studies program necessitates articulation and communication among schools, especially between and among the different levels (elementary, intermediate or high) within an area. In other words, it is essential that elementary schools articulate with the intermediate schools, and even the high schools where their students will be attending in the future. It is important that elementary schools understand the curriculum for the intermediate and high schools as they must provide the foundation upon which further learning must take place.

Implementation of an Effective K-12 Social Studies Program

The following conditions are deemed essential to effectively implement the Social Studies Program:

-- Provision of adequate time for social studies instruction in various learning environments.

-- Planning systematically to achieve the social studies program goals through a K-12 sequential development.

-- Understanding the broad goals of the social studies program to enable designing various learning activities and experiences consonant with the goals.

-- Awareness of sound principles of learning and applying these in the design of the overall learning environment.

-- Use of a wide variety of instructional strategies. techniques and interaction skills to provide for optimum learning conditions to meet theneeds and interests of all students.

-- Demonstration of attitudes and values which provide for a positive learning climate for all students.

Instructional Practices in the Social Studies

Instruction in social studies involves designing and implementing various teaching strategies by teachers to make historical and social science knowledge relevant to students' lives and levels of understanding and perception of the world they live in.

What constitutes teaching strategies? Is there a common set of teacher behaviors basic to all teaching strategies? An analysis of widely used practices by teachers of social studies has yielded some data which can be synthesized into some general categories of teacher behaviors.* The following three categories of teacher behaviors reflect characteristics common in many teaching strategies which may be used to analyze current instructional practices.

1. Enabling Behaviors

   a. Structuring Behaviors. Every teacher in every classroom structures that total classroom for students. He or she does this consciously and unconsciously, directly and indirectly. Even the "non-structured" classroom imposes a structure to which and within which the students must act and react.

   b. Focusing a Problem. This teacher behavior calls attention to a problem situation to which the student is invited to respond. It is always conceived with multiple objectives in mind. In setting focus on a problem, the teacher is aware of the kinds of learnings which are expected and presents the verbal stimulus in carefully, consciously stated ways. The teacher is conscious not only of the content of that which is being taught, but also of what kind of learning is being sought. Over time, problem focusing shifts to become more and more a student behavior.

   c. Accepting. Acceptance is demonstrated in many forms. Basically, the teacher is nonevaluative and nonjudgmental. This behavior serves as a means of strengthening the internal state within learners to develop their own motivation and reinforcement patterns.

   d. Clarifying. This behavior is related to accepting in that it reflects the teacher's interest in listening to what the student is saying or trying to say. It further extends acceptance by showing the student that his/her ideas are worthy of exploration and consideration as the teacher is making every effort to understand them.

   e. Facilitating the Acquisition of Data. The teacher creates the environment which is responsive to the student's quest for information. The teacher may be a resource as well as other primary and secondary sources of information, equipment and other raw materials.

**Adapted from a paper prepared by Arthur L. Costa, Barbara Hunt, Charles Lavaroni, Douglas Minis, Norma Randolf, and Bob Watanabe, SMORTS (A Synthesis of Major Organizers Recurring in Teaching Strategies), Sacramento County Office of Education.*

f. Silence. This is a time which allows students to do their own thinking. It helps maintain the appropriate role patterns for autonomous learning. When a teacher poses a problem focus, then remains silent, it helps the student further realize that the responsibility for solving the problem is with oneself, not the teacher.

g. Modeling. A congruence between teacher behavior and what is being taught as desirable behavior will contribute toward lessening any credibility gap for students and facilitates learning by reducing students' feelings of anxiety.

2. Supportive Behaviors

These behaviors are intended to raise the student's behaviors, feelings, thinking processes or values along a continuum, hierarchy or taxonomy. They are interventions which are intended to help students perfect, refine, or lift performance to higher levels than those which enabling behaviors allow.

3. Diagnostic Behaviors

Basic to these teaching strategies are teacher behaviors intended to elicit diagnostic information which may indicate growth or movement towards the achievement of goals. The teacher may probe the student for feelings, concepts, processes, or values, to determine if the student is internalizing or changing his/her manner of behavior in relation to the growth sequence. The teacher may also simply listen, observe, and mentally record indications of student behavior which indicates such growth.

Teaching strategies are the key to effective implementation of the social studies program. Ideally, they should be designed to support maximum growth in acquisition of relevant information, thinking skills, attitudes development and valuing.

PLANNING AND ORGANIZING A SOCIAL STUDIES UNIT OF STUDY

In planning for a social studies unit of study, teachers may need to consider a variety of related concepts and activities which students have had in their background and build upon these in order to make learning meaningful and exciting.

Ultimately, designing a unit of study involves selecting content, identifying skills, processes, and attitudes which may be most useful and relevant to the students for whom the unit of study is intended.

The following steps may serve as a guide in designing and organizing a unit of study.

1. CHOOSE A THEME OR TOPIC FOR STUDY

   The following questions may be helpful in selecting a theme or topic:
   - Is it of interest to the students?
   - Will it provide a framework for developing knowledge, skills, processes, and attitudes?
   - Will it lend itself to developing fundamental ideas from history and the social sciences?
   - Will it help students to understand themselves, others, or the world within their experiences?
   - Does it interest the teacher?

2. PLAN FOR FURTHER DIRECTION

   Once a theme or topic has been selected, further planning and direction may be established after assessing the students' present language, experience and thinking in relationship to the theme or content to be learned.

The following are examples of strategies that may be used:

- Show a film, a picture, or read a story about the theme or topic and stimulate a discussion to find out students' ideas on the topic.
- Discuss with students what they already know about the theme and what they wish to find out. For example:

  Record their ideas on a chart.

FAMILIES

What We Know About Families	What We Want to Find Out About Families
1.	1.
2.	2.
3.	3.

The chart will reveal any gaps in knowledge and understandings or misunderstandings which the students may have. The teacher can then determine which concepts will need to be developed or stressed in the unit.

3. IDENTIFY CONCEPTS, GENERALIZATIONS, FACTS, AND OBJECTIVES APPROPRIATE TO THE LEARNERS

Concepts are the basic ideas in the unit of study.

Generalizations and facts include the basic understandings and knowledge that each student should learn.

Objectives may include attitudes, critical thinking skills, map skills, and content knowledge as well as the basic skills of reading and writing. Program guides, resource guides and basic instructional materials available for various grade levels should be examined to determine objectives.

The objectives can be charted to assist the teacher in organizing the unit.

For example:

Families

1. Family

Generalizations:	Objectives:
Families differ in size, composition, appearance and customs.	Name the members of one's family group at home.

2. Functions

Generalizations:	Objectives:
Families provide love, protection, support for family members.	Name some things that members of your family do for each other.

3. Roles

Generalizations:	Objectives:
Different families may have varying family members perform the essential tasks at home.	Describe what the different members of your family do every day.

4. Rules

Generalizations:	Objectives:
Rules help family members live together.	Name some of the rules you have in your family or home.

4. PREPARE RESOURCES FOR LEARNING

It may be helpful to list or chart the resources available in order to plan for learning activities. These might include:

- textbooks, trade books, magazines
- films and filmstrips, slides
- pictures

- speakers from community (Don't overlook parents)
- places to visit
- cultural materials, artifacts

These may be charted to assist the teachers and students.

Family	Functions	Roles	Rules

5. PLAN FOR ACTIVITIES

A variety of activities utilizing various strategies and approaches should be included to allow for individual styles of learning and varying levels of the students' language, experience, and thinking. These activities should develop student interest and awareness; develop students' language, experience and thinking; and provide for the application of ideas and concepts learned to new or real life situations.

Planning for activities also include providing for various ways students can gather and record information, and express their ideas or feelings about the topic.

These might include:

Gathering Information

- Interview
- Books
- Filmstrips, Films
- Tapes
- Magazines
- ETV Programs
- Observation
- Other

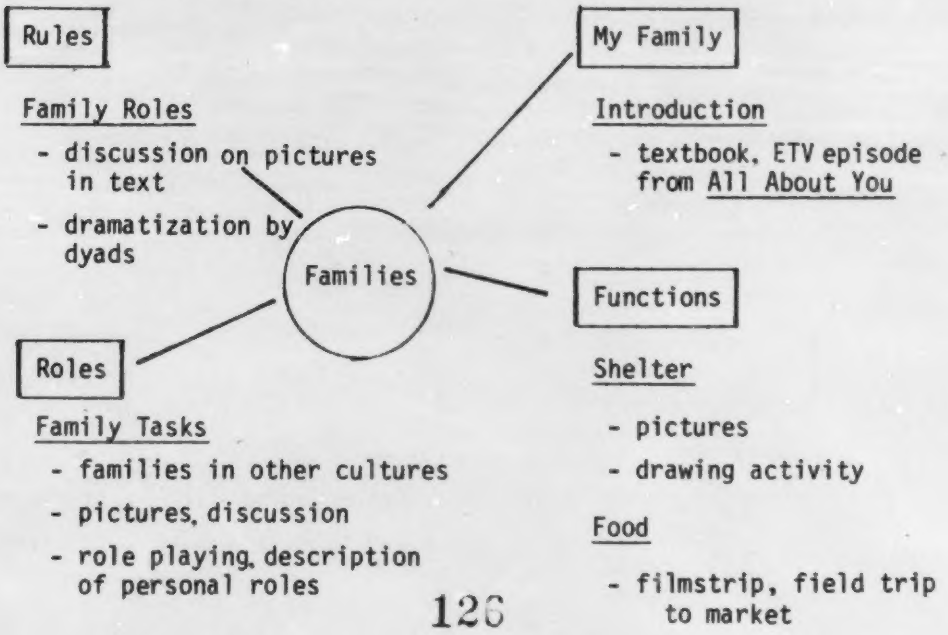
Recording Information and Expressing Ideas/Feelings

- Writing
- Drawing
- Painting
- Dramatizing, Role playing
- Pantomiming
- Singing
- Dancing
- Other

6. ORGANIZE THE UNIT OF STUDY

The teacher will need to determine what will be presented to the class as a whole and what can be pursued by students individually or by groups.

A chart integrating the activities may be useful in organizing the various elements of the unit.



Rules

Family Roles
- discussion on pictures in text
- dramatization by dyads

My Family

Introduction
- textbook, ETV episode from All About You

Roles

Family Tasks
- families in other cultures
- pictures, discussion
- role playing, description of personal roles

Functions

Shelter
- pictures
- drawing activity

Food
- filmstrip, field trip to market

Students should be invited to suggest additional topics that are of interest to them. Students should also be encouraged to ask questions they would like to have answered.

7. ORGANIZE STUDENTS' TASKS

If students are to choose their own areas of study, then a chart may help the teacher and students to identify student responsibilities.

FAMILIES

Family Functions	Roles of Ancient Hawaiian Family members
Activities:	Activities:
Drawing	Filmstrip
Painting	Pictures
	Reading
Tony	Miles
Doris	Steve
Kellie	Loko
Roles of Eskimo family members	Similarities in Family Life
Activities:	Activities:
Film	Discussion
	Reading
Annette	Celeste
Susan	Jessie
Troy	David

Additional information, such as ways to share the information with others, may also be included.

The assignment chart should reflect the expected level of the students' performance. The following chart may be more suitable for some students.

What Do We Want to Know About Families?

1. What kinds of shelters did the ancient Hawaiians have?
    - Roy
    - Cindy
2. What job do Eskimo fathers have in the family?
    - Monte
    - Hiram
3. What kinds of rules did the ancient Hawaiian children have to obey?
    - Carrie
    - Chad

Once an interest area has been identified by students, there is a need for further teacher-pupil planning. The following may assist each student in organizing his/her work.

Name ______________________________ Topic ___________________

What I already know:

What I want to find out:

Getting information:

How I will share what I have learned:

DISCUSSION/DISCOURSE*

Conducting discussions is a key element in developing critical thinking. Discussions of social studies content is essential to developing active thinking, assisting students in extending their thinking and assessing their ideas about the topic or area of study. However, discussions must be well planned; otherwise, they can lead to mere conversation about something or an exchange of misunderstandings.

The first requirement of a successful discussion is that it have a purpose. Some of the purposes may be to assist students to:

- Develop their own ideas
- Listen to and respond to other people's thinking
- Extend their own ideas
- Brainstorm
- Analyze content

Practical Procedures

Some practical procedures for guiding discussions are:

1. Did I use open-ended comments to initiate a discussion? For example:

   "There is so much to say about this _____" (wait for responses) or
   "You may see many different things in this - (picture, event, story)"

   or

2. Did I ask an open-ended question? For example:

   "What is happening?" or
   "How are _______ and ______ feeling?" or
   "What will happen now?"

   Remember, an open-ended question permits many answers, not the one pre-determined by you, the teacher.

---

*Adapted from Fannie Shaftel, A Checklist for Guiding Discussion, February, 1980.

3. Did I reflect back to a child to encourage further thinking and comment? For example:

   "What I hear you saying is ______"

   Be sure you don't distort the child's idea to your interpretation. By reflecting back you help sustain his/her idea and then wait (a form of encouragement) for the child to say more.

4. Did I invite other children to respond to his/her idea, and then come back to him/her?

5. Did I explore for consequences?

   "If you do it this way, what do you think will happen?"

6. Did I sometimes respond with my own experiences that could support an idea expressed by a child?

7. Did I test for reality?

   "Could this happen (or work out) to someone you know?"

8. Did I help to develop feelings for others (a form of consequences)?

   "How will _____ feel if _____ does this?"

9. Did I help raise the level of understanding by re-stating positions? For example:

   "You have been saying that Johnny doesn't know what to do. Some of you think he should report the broken window. Some of you think he should run home. _____"

10. Did I help explore for complexity?

    "Let's see who is involved in this ______?" or

    "How many things do we have to think of before we can decide?"

11. From time to time did I summarize in order to help children see the pattern of their thinking?

    For example:

    "You have been giving us many ways to solve this problem. You have said (1) _____ and (2) _____ and (3) _____."

12. When appropriate, did I invite generalization?

    "Is there some big idea that puts together what we have been saying?"

13. Some final thoughts:

    a. It helps to reflect back what a child is saying.

    b. Sometimes, one can slightly distort a statement so as to stimulate the child to say, "that's not what I mean, I mean ______."

    c. Invite alternative thinking, then return to the original thinker.

    d. Always avoid being judgmental or asking leading questions if you want discussion and discourse.

Instructional/Resource Materials

The descriptions included in this section were selected from the Social Studies Curriculum Materials Data Book, published by the Social Science Education Consortium, Inc. (SSEC), and are reprinted here with permission. SSEC is organized to assist teachers and other professional people in social studies curriculum development and improvement efforts.

The format used in describing the instructional/resource materials was designed by SSEC and is used in curriculum analysis by various curriculum writers, teachers, and other professional educators. The intent is to provide an overview of any material with relevant information needed if one were surveying materials for possible use in a course. Cost information should be obtained from the publisher.

As new project materials or textbooks are reviewed by SSEC, descriptions will be sent for inclusion in this section.

AMERICAN BOOK SOCIAL STUDIES

Editorial Director: Peg Mitchell

Project Editor: Marian Tilden-Edwards

Publisher: American Book Company
135 West 50th Street
New York, New York 10020

Publication Date: 1979

Availability: From publisher

Grade Level: K-6

Subject Area: Interdisciplinary Social Studies

Overview

American Book Social Studies is a basic, comprehensive elementary social studies program that integrates content from the disciplines (primarily history and geography, but also political science, anthropology, economics, and sociology) with instruction and practice in social studies skills and general learning and interpersonal skills. The materials for all seven levels (K-6) are organized around five "people-centered" themes: people and places, people through time, people use resources, people interact, and people organize themselves. Also woven into the materials are concepts and content from future studies, career studies, ethnic studies, women's studies, environmental studies, and civic/legal education. Case studies are used extensively, and map skills are emphasized. Both text and visual materials are balanced and unbiased; historical accounts present a variety of points of view. All the materials are profusely and colorfully illustrated.

Required or Suggested Time

Materials for each of the seven grade levels in the *American Book Social Studies* program are sufficient for a one-year course. A suggested time allotment for each individual lesson is provided in the Teacher's Editions for Levels C-F (grades 3-6). These times vary considerably; some lessons require only one period or a half-period; others require as many as seven to nine class periods. Extension activities are suggested for some lessons.

Intended User Characteristics

This basic social studies program was designed to be used by typical elementary classes in grades K-6. An analysis of reading levels using the Fry readability scale revealed that the student texts for grades 3 and 4 tested out at grade level; grade 5 was borderline between 5th and 6th-grade reading levels, and the grade 6 text yielded a 7th-grade reading level. (Levels K, 1, and 2 were not analyzed for readability.) The teaching suggestions for some lessons contain a section headed "Individual Differences." In the Teacher's Editions for the primary texts, this section generally contains suggestions for adapting the lesson activities to the special needs of students with visual, hearing, or motor impairments or for considering students' economic or social constraints. When these sections appear in the teacher's notes for the upper-elementary texts, they are more likely to contain suggestions for alternative teaching strategies or for reinforcing concepts that students may be having trouble understanding. Special teacher training is not required to use these materials.

Rationale and General Objectives

The goal of *American Book Social Studies*, according to the publisher, is "to help children gain knowledge and skills necessary for living in today's world and for understanding themselves and others." The program is designed to involve pupils directly in the learning process and to help them become "creative thinking decision-making citizens of the world." Three scope-and-sequence charts stating specific learnings and skills for each grade level are provided in the introduction to all the Teacher's Editions. These focus on concepts and disciplines, map and globe skills, and social studies skills. Specific objectives are identified for all units and chapters and for most lessons.

Content

Student materials for all seven levels are organized around five major discipline-related themes: people in places (geography), people through time (history), people use resources (economics), people interact (sociology/anthropology), and people organize themselves (political science). These are approached via an expanding model that begins with self and one's relationship with others and culminates, at the 6th-grade level, with the study of world history, geography, and cultures. Case studies are used extensively to add meaning and interest to lesson content. Special "Skill Pages" are interspersed throughout the student texts, often in conjunction with related "Do It Yourself" exercises. Each chapter in the student texts ends with a review activity. All the materials are profusely and colorfully illustrated; many of the photographs are striking or unusually appealing. Both text and visual components present balanced and unbiased treatments of women and of various racial and ethnic groups. Historical accounts reflect a variety of points of view and encourage thinking and inquiry. Errors and inconsistencies in spelling are noticeable in some of the materials, especially those for Level F. The flow progression of content in Levels E and F may be confusing to some users. Indexes and glossaries are provided in the student texts for Levels C-F. Student workbooks are optional components of the materials for Levels C-F; also available is a supplementary *Map Skills Program* for Levels A-B, C-D, and E-F.

Teaching Procedures

Each Teacher's Edition for Levels A-F contains a slightly reduced version of the student text along with marginal annotations. In addition to overviews and objectives for the chapters and units, these notes provide the following information for each lesson: suggested time allotment, list of new vocabulary words, specific lesson objectives, background data, step-by-step teaching suggestions, and answers, to the "Checkup" and chapter review questions in the student text. Additional suggestions for motivation, dealing with individual differences, relating the lesson content to current events, extension activities, and teaching specific skills are provided for some lessons.

Evaluative Data

The four elementary schools which provided "learner verification" for the materials are identified in the Teacher's Editions. Detailed evaluation data are available from the publisher.

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BOWMAR/NOBLE SOCIAL STUDIES

Publisher: Bowmar/Noble Publishers, Inc.

Publication Date: 1980

Grade Level: 1-6

Subject Area: Interdisciplinary social studies

Overview

The Bowmar/Noble Social Studies series is a program for students in grades 1-6. The series includes a student text and teacher's edition for each grade level; test materials on duplicating masters are available for grades 2-6. A revision of the Noble and Noble *Man and His World* series, this edition is distinguished by a series title change, new consultants, new book covers, and minimal updating of visuals and content. Revisions are not substantial enough to prohibit using these 1980 texts in classrooms retaining the earlier program. The content of the series is based on the expanding environments approach to social studies. Teaching procedures focus primarily on reading, review, and discussion, with attention given to developing thinking, map and globe, and reading skills. Although the program includes some innovative features such as modified case studies, it is most appropriate for schools desiring to teach elementary social studies with a traditional approach and without the need for inservice preparation of teachers.

Required or Suggested Time

Each text in this series is intended to provide one full year's work. The number of units in the texts ranges from eight to ten, with units subdivided into lessons. Although the amount of time necessary to complete lessons is not specified, most lessons at lower grade levels could probably be completed in one or two days. At upper grade levels, lessons generally require two or more days to complete. Introductory and follow-up material for each unit contains suggestions for activities to extend or enrich lessons.

Intended User Characteristics

This series is designed for "typical" elementary students in "typical" heterogeneous classrooms. In their visuals and content, the texts reflect a multi-ethnic society and generally avoid sex stereotyping.

Sensitive to the reading problems experienced by many of today's students, the series developers state that they have prepared the books "at or below" grade level in their readability. However, applying the Fry readability formula, this analyst found the third and fifth-grade texts to be more than a level above their designated grade level in readability. Activities to develop and strengthen reading skills are included throughout the series.

The teachers' editions of the series are complete and easily understood. No inservice training would be required to guarantee their successful use by most teachers.

Rationale and General Objectives

Developers of this textbook series define as its major objective "the practical teaching of basic social studies and reading skills." Acknowledging the new social studies movement of the 1960's, the developers describe their approach as one which utilizes the lessons learned from the 1960's while also addressing more current concerns of the social sciences and reading. Specific lessons learned from the new social studies and applied in this series are listed as the presentation of factual material through interesting narrative, the judicious selection of primary source materials which are then edited for comprehensible reading, use of good illustrations in concept learning, inclusion of multilevel questioning strategies to help students progress through various levels of critical thinking, and development of teacher materials which guide the teacher without stifling creativity.

Content

The content presented in the Bowmar/Noble series follows the traditional expanding environments arrangement.

In the grade 1 text, *You and Your Family*, students are introduced to the concept of family and encouraged to examine their self-perceptions within the context of their family. Basic geography skills and historical perspective are also included. *Groups and Communities*, the grade 2 text, expands students' learning to an exploration of natural resources, tools and work, and human groups. The concept of "community" is introduced by looking at the historical development of U.S. cities. In the grade 3 text, *Cities and Suburbs*, the study of community is continued. At this level students examine communities around the world, focusing on such dimensions as transportation, government, and people patterns.

Drawing primarily from geographic concepts, the grade 4 text, *People and the Land*, focuses on eight world geographic/cultural areas. The emphases are on terrain, products, people and historical development of these areas. *Many Americans, One Nation,* the fifth-grade text, offers a traditional survey presentation of U.S. history. Grade 6, *People and Culture,* engages students in examining seven cultural areas of the world. For each area, a modified case study of a particular group of people or of a political-economic concept is included.

Throughout the six levels of the program, skill development is organized into three categories: social studies skills (e.g., comparing and contrasting, generalizing), map and globe skills, and reading skills.

Teaching Procedures

Teaching suggestions are presented in oversized teachers' editions containing information in margins on appropriate student pages. For each lesson teachers are presented knowledge and skill objectives (in grades 1-3 value objectives are also given for some lessons). In a section labeled "Introduction," a suggestion for introducing the lesson is provided; "Lesson Development" describes a procedure for meeting the lesson objectives; most lessons conclude with an "Activities" section in which additional group and individual activities are suggested. Background information which teachers may need is included in the "Lesson Development" sections. Teaching procedures suggested in the lessons tend to focus on reading, review, and discussion.

Units in all the teachers' editions are introduced with special teacher information, often focusing on reading skills and enrichment. The units are concluded with evaluation suggestions.

Evaluative Comments and Suggestions

Although the developers of this series have sought to blend traditional and modern approaches to social studies, the series is more weighted toward the traditional in both content and teaching procedures. For teachers wishing to intorduce historical perspectives earlier than is done in most series, this program will appeal because it includes fairly substantial historical content in the primary grades. More attention is also given to the concept of community in this series than in others. Although the texts have a relatively attractive format, their appeal is limited by the inclusion of numerous dated photos.

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EXPLORING OUR WORLD

Authors:	Various
Publisher:	Follett Publishing Co.
Publication Date:	1980
Grade Level:	1-7
Subject Area:	Interdisciplinary social studies

Overview

Labeled by its publisher as "the most widely used social studies program for grades 1-7," Follett Publishing Company's *Exploring Our World,* copyright 1980, is the latest revision of a well-established elementary series. Although some facts have been updated, some skill activities added, and some visuals changed, the series is not a major revision of the 1977 edition. Following the expanding environments arrangement of content, the series includes seven student textbooks. Also included in the program are worksheet or workbook materials for each grade level and unit tests for grades 3-7.

Required or Suggested Time

This series is composed of seven textbooks, each containing sufficient information for a full year of social studies instruction. Texts are divided into units of study, which are further divided into lessons. The amount of time required for some lessons is suggested by the series developers in introductory teacher material; lessons seem to be planned to accommodate the typical time periods allotted to social studies at the different grade levels. Extension activities suggested in the teachers' editions and workbook activities could lengthen lessons.

Intended User Characteristics

The intended audience for this series is students in grades 1-7. The offering of alternative texts at the sixth- and seventh-grade levels is unusual among elementary series and seems to have been developed both to give sixth-grade teachers a choice of content and to allow the series to be extended through grade 7. This could be particularly important to middle schools wishing to offer a continuing social studies program through grade 7.

To accommodate the reading problems experienced by many students, the publisher states that the reading level in each text has been controlled "at or below grade level" by using the Spache or Dale-Chall readability formulas. This analyst's Fry readability assessment of the grade 3 and 5 texts showed them to be about one readability level above their designated grade level. Beginning with grade 3, a "To Help You Read" section in each unit introduction pinpoints reading skills developed in the unit.

The texts, particularly at the lower grade levels, treat ethnic and racial minorities in nonstereotypic ways and males and females in non-sexist ways in both visuals and content. Therefore the books could be effectively used in heterogeneous classrooms.

Inservice training is not required.

Rationale and General Objectives

The developers of *Exploring Our World* define the basic purpose of social studies as, "To help children understand their physical and human world so that they may become better citizens." Toward this end the developers have emphasized six dimensions: an interdisciplinary approach which combines the knowledge and methods of social sciences and social scientists; skill development, particularly reading, thinking, map and globe, and other social science skills; a controlled readability level; a base of 76 concepts drawn from the social sciences; exploration of values; and preparation for the future.

Content

Grade 1, *People*, focuses on helping students understand themselves and their place in the world, particularly in their families. *Groups*, the grade 2 text, expands students' thinking to such groups as workers and social groups. An important emphasis is on behavior in groups. The beginnings of historical perspective emerge in this text. Grade 3, *Communities*, is devoted to the study of cities: how they emerge, change, and accommodate the needs of their citizens. U.S. and foreign cities are compared and contrasted.

Students using *Regions*, the fourth-grade text, engage in a heavily geographic/economic study of various world regions, such as forest, desert, ocean, and political regions. The grade 5 text, *The Americans*, deviates somewhat from the typical chronological survey of U.S. history. The text examines geographic areas of the United States and includes historical information within these regional studies.

The alternative texts offered for grades 6 and 7 differ in both their content and skill emphases. *The Eastern Hemisphere* combines regional and chronological arrangements in examining Europe, Asia, and Africa. Skill development in this text focuses on reading, research, and chronology skills. By contrast *Latin America and Canada* focuses less on skills and more on social science concepts and social scientists' work and methods. The geographical and historical likenesses and differences among the regions in the Western Hemisphere are stressed.

Content in all seven texts is presented mostly through narrative, although some grades feature stories and a few primary source documents. Throughout the series substantial attention is given to map and globe work. The worksheets for grades 1 and 2 and the workbooks for grades 3-7 focus primarily on review work. The sample tests available for analysis indicate that the testing program centers on factual recall.

Teaching Procedures

The format of the teachers' editions which accompany the *Exploring Our World* texts varies somewhat across grade levels. However, they generally provide the following information: concept, skill and performance objectives; materials to be used; background content information; suggested procedures for conducting the lessons; and additional activity suggestions, some keyed for different student ability levels.

The teacher guidance provided in the series is more extensive in earlier grades than in later ones. The majority of lesson development suggestions focus on reading review and class discussion. The supplementary activites suggested in the teaching information are often more geared to active learning and individual or small group work. Little value exploration is found in the day-to-day lessons, but unit "Review Workshop" sections do include values activities.

Evaluative Comments and Suggestions

Exploring Our World offers its users as much or more information (number of words) than any other elementary series. For teachers who use textbooks as references and wish to have comprehensive coverage, the series is most appropriate. However, the amount of information in the texts, the readability levels, and the "heavy" format of the printing (narrow margins, relatively small print) may discourage reluctant or poor readers.

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HOLT, RINEHART AND WINSTON, INC., HOLT DATABANK SYSTEM

General Editor:	William R. Fielder
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Publication Date:	1976 (revised edition)
Availability:	From publisher
Grade Level:	K-6
Subject Area:	K-2: Interdisciplinary 3: Economics, Geography 4: Anthropology, Sociology 5: History, Political Science 6: Anthropology, Economics

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Overview

The *Holt Databank System* is a social studies program for grades K through 6. The *System* is composed of a Teacher's Guide, student text, and data components for each grade level. It is designed to provide each classroom with a wide number and variety of teaching/learning resources. The content focus of levels K, 1, and 2 is interdisciplinary, while materials for grades 3 through 6 concentrate on two social science disciplines at each level. Because of the many and varied resources contained in the *System*, teachers can easily select learning experiences for every student, regardless of reading or learning abilities. The 1976 revised edition is different from the 1972 edition in the following ways: 1) A new plastic storage unit for the databanks is designed in modules. Most of the components in the databank are organized by units, rather than by type of component. 2) The only databank which has been revised is Grade 2; many activities and materials were added. 3) A 3-hole punch Teacher's Guide format provides more information for use of the materials. Added to the Guides are day-by-day objectives, inquiry and affective goals, vocabulary guides, enrichment and career activities and evaluation suggestions. The Guide also contains a correlation chart for teachers using the 1972 editions. 4) Revisions of the student texts focus on sexual and racial balance. 5) The datamasters have new pages for some units and activities related to mapping skills have been added. 6) New features include a simulation game at grade 4, RaFa RaFa, and Data Comix for grades 2 through 6. The Data Comix present additional content information and skill development exercises. 7) The kindergarten program has not been changed.

Required or Suggested Time

The program for each level is designed for one school year. Individual units are divided into daily lessons which can be taught in 20 to 50 minutes. The number of lessons per unit varies considerably. The time devoted to teaching the K, 1, and 2 materials can be expanded considerably by using the many suggested alternative activities.

Intended User Characteristics

Students of all ability and reading levels can achieve success in using these materials. A variety of learning options are suggested throughout the materials for students who may have reading difficulties. No special teacher training in social studies content is required. However, teachers who are accustomed to working with a single teaching source, such as a textbook, may need to spend advance preparation time to become acquainted with the use of multiple resources.

Rationale and General Objectives

The *Holt Databank System* is based on the premise that inquiry skills are of more lasting value to the student than a body of memorized facts. The authors have designed a system of instruction to develop inquiry skills while using sound social science content. The general editor, William R. Fielder, notes that the *System* has three major characteristics: "1) specified performance objectives; that is, behaviorally formulated goals for the learner which define inquiry skills and assist in the formation and clarification of values; 2) an array of materials components; that is, a Teacher's Guide, textbooks, and classroom Databank at each level; and 3) a design for instruction; that is, strategy for employing the material components to achieve the specified performance." Specific objectives for each unit and each day's lesson are contained in the Teacher's Guides.

Content

The authors have identified "four interdisciplinary themes as the broad organizers for the social studies curriculum." These themes are selfhood, human diversity, conflict resolution, and urbanization. The themes are present throughout the curriculum, regardless of the discipline being studied. At Levels K, 1, and 2, no specific social science discipline is featured. Rather, an interdisciplinary approach is used to study self, people, and communities at these levels. In Levels 3 through 6, two disciplines are employed to study a particular topic. For example, at Level 4, the topic of culture is studied from the points of view of anthropology and economics.

Teaching Procedures

Although learning the process of inquiry is a major objective of the authors, it is important to note that the materials do contain sound social science content. Thus, students learn the processes used by social scientists through the investigation and study of social science data. Each unit is organized with an introductory lesson followed by a systematic study of the topic. At Levels K, 1, and 2, main ideas and behavioral, skill development, and inquiry process goals are given. For Levels 3 through 6, teachers are given knowledge, inquiry process, and affective goals for each lesson. The Planning Calendars (K-2) and Teacher's Guides (3-6) provide detailed instructions for implementing every lesson. These instructions suggest alternatives for students with reading problems.

Evaluative Data

The *Holt Databank System* was field tested throughout the developmental phase. Although specific data to support the developers' generalizations is not available to the analyst, the developers note that field tests indicated: 1) students were motivated through the use of multimedia information sources; 2) the variety of information sources allowed for individualization of instruction for both slow and rapid learners; and 3) the *Datebank System* provided teachers with a wider variety of resources than is normally available.

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HOUGHTON MIFFLIN SOCIAL STUDIES

General Editor:	Lee F. Anderson
Publisher:	Houghton Mifflin Co.
Publication Date:	1980 (rev. ed.)
Grade Level:	K-6
Subject Area:	Interdisciplinary social studies

Overview

The 1980 edition of *Houghton Mifflin Social Studies* is a revision of Houghton Mifflin's 1976 basal elementary social studies series entitled *Windows on Our World*. This edition has far fewer affective objectives and activities, although affective concerns are addressed. The series uses the expanding environments approach, with community taught at grade 2 and culture at grade 3. The broad-based series content draws most heavily from history, geography (both physical and cultural), economics, and citizenship education. The program emphasizes map and globe skills and has a strong reading component. Teachers' editions provide lesson and unit objectives, as well as specific strategies for developing thinking skills and understanding of content.

Require or Suggested Time

The textbook for each grade level in the series is intended to provide a full year's work. Each text is divided into units; each unit into lessons. The number of units and lessons varies with grade level. The teachers' editions give suggestions for the length of each unit, although they can be tailored for class needs. No suggestions for time are given in individual lesson plans.

Intended User Characteristics

The *Houghton Mifflin Social Studies* series is intended for use by "average" students in grades K-6. The various supplementary materials and the numerous activities suggested in the teachers' editions permit the program to be tailored for use with higher- or lower-ability students. Readability tests commissioned by the publisher show all the texts to be at or below grade level (using the Spache formula for grades 1-3 and the Fry and modified Dale-Chall formulas for grades 4-6). This analyst found the reading level of the grade 3-6 texts to be generally one level higher than grade level (using the Fry graph). The series has a balanced presentation of various ethnic and racial groups, as well as males and females. Thus, the materials are suitable for any class composition. No special teacher training is required to implement the series. Teachers' editions are easy to use and contain detailed lesson plans and much useful background information.

Rationale and General Objectives

The 1976 edition of this series had a very strong affective approach. This edition has far fewer affective objectives and activities, although affective concerns are raised frequently in the student texts. The 1980 series is based on the idea that the texts should "invite students to explore the world in which they live--a world of people, places, and ideas." The program is designed to help students develop and practice basic skills, acquire a knowledge of self, learn to use map and globe skills, learn about their heritage from peoples around the world, develop a sense of their country's heritage, and function as capable citizens.

Content

Houghton Mifflin Social Studies is designed to open students' eyes to various aspects of the world around them. *Me*--a series of tear-out activity sheets for kindergarteners--allows students to begin learning about themselves, their families, their school, and their community. Each unit in the text opens with a letter to be sent home describing class activities, objectives, and home enrichment exercises.

Grade 1, *At Home, At School*, continues the awareness of self and others theme, with added emphasis on families and schools. Map skills are introduced at this level. Grade 2, *In Our Community*, continues the work on map skills. Students are also asked to infer and test ideas about people and communities. Grade 3, *Ourselves and Others*, has a stronger affective content. It explores the ideas of personal idenity, what a human being is, what groups are and do, and what earth is. In essence, this text introduces the United States, culturally and geographically.

Our Home, the Earth, the fourth-grade text, continues the study of cultural and physical geography. Brief views of other countries and people are presented. The fifth-level text, *America: Past and Present*, initially continues the geographic look at the United States. It also includes a brief examination of how Americans live and govern themselves. The text then proceeds with a generally chronological examination of U.S. history. The sixth-grade text, *Around Our World*, examines world geography, similarities and differences among people, language, tools, governmental systems, and beliefs. The approach is strongly multicultural.

A special appendix focusing on map and globe skills in included in the texts for grades 3-6. Each text is written in an interesting narrative style, with short stories, case studies, plays, and diary excerpts regularly interspersed in the text. The texts' many attractive illustrations are important in concept development.

Teaching Procedures

Instructional procedures are outlined in the teacher's edition for each grade level--softbound books with reduced student pages bordered by 4½"-wide margins in which information for the teachers is printed. Objectives, a skills outline, and a bibliography are presented for every unit. The lessons within the units begin with the main ideas to be developed, objectives, materials required, and a vocabulary list. Suggestions are then given for opening, developing, expanding, and closing the lesson. Teaching strategies tend to emphasize reading and discusion. However, students are also encouraged to practice higher-level cognitive skills' one frequently used technique for doing so is to have students draw inferences from photographs. Questions in the body of the student texts encourage affective development. Exercises which teachers can use to assess student learning are provided throughout the texts; separate performance tests for grades 1-6 are also available. Each teacher's edition also presents a scope and sequence chart for series content, map and globe skills, reading skills, and thinking skills.

Evaluative Comments and Suggestions

Houghton Mifflin Social Studies is a sound elementary social studies series. It encourages skill and cognitive development without sacrificing affective development. Concepts and skills are well sequenced and are reinforced at subsequent grade levels. Individual teachers are left some latitude in developing lessons, and students are encouraged to both look at the world around them and think creatively.

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LIVING IN OUR WORLD

Author:	Paul F. Brandwein
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1980
Grade Level:	1-6
Subject Area:	Interdisciplinary social studies

Overview

Living in Our World is the 1980 revision of Harcourt Brace Jovanovich's 1975 and 1970 *The Social Sciences: Concepts and Values* program. This edition is a substantial revision of the earlier programs. Using this edition simultaneously with the 1975 edition in a classroom would not be possible.

Although the titles of the six textbooks reflect an expanding environments topic arrangement, subject matter at various grade levels varies from the content found in many other elementary programs. Although there is somewhat less emphasis on inquiry learning in this than in earlier editions, the program is still distinguished by a wide variety of student activity suggestions in both the student and teacher materials. This series also gives more attention to the nature of social sciences and the methods of social scientists than other series.

Required or Suggested Time

The student texts in this series are each designed to provide a full year of social studies instruction. Time expectations for completing individual lessons or units are not indicated, but lessons seem to be flexible enough to accommodate typical social studies class time allotments. Some of the additional activities suggested could significantly extend the time needed to complete units of study.

Intended User Characteristics

This series was prepared with "typical" elementary classes in mind as the intended users. For the most part, the books present a multiethnic, nonsexist picture of society and could be effectively used with most class compositions.

The publisher reports that all six texts are at grade level in readability. A Fry check of grades 3 and 5 by this analyst showed each to be more than one full level above grade in readability. Teachers are provided with specific suggestions for improving reading skills in the teacher annotations found throughout the series.

Although inservice training for teachers preparing to use this series would not be mandatory, teachers could profit from an inservice explanation of the meaning and uses of the developer's "knowing in advance" philosophy.

Rationale and General Objectives

The overriding goal of the program is "to teach the knoweldge, skills, and attitudes necessary for effective citizenship in a democratic society in a complex world." To achieve this goal the developers of the series define three major objectives: (1) to teach pupils the facts and understandings of history and the social sciences, (2) to teach pupils certain skills of citizenship, including basic reading and communicating skills, social studies skills, and thinking skills, and (3) to teach pupils the attitudes of responsible citizenship in a democratic society. A scope and sequence chart specified these objectives by grade level. Also important in the underlying rationale of this series is the developer's commitment to helping students perfect the "art of investigation."

Content

The subject matter of the texts in *Living in Our World* is organized generally around the expanding environments concepts, starting with family in grade 1 and ending with the world in grade 6. In each level the major concept is examined from a variety of cultural perspectives to demonstrate human likenesses and differences.

Grade 1, *The Family*, introduces students to children who are in families alike and different from their own. Rules, basic needs, and homes of families are among the topics explored. *The Neighborhood*, the grade 2 text, focuses primarily but not exclusively on neighborhoods, looking at their rules, jobs, and natural settings. The central characters of the text are children from six different countries. Expanding geographically, grade 3, *The Community*, focuses exclusively on the concept of community.

Although its title is *The Earth*, the fourth-grade text focuses almost totally on the United States. The first two-thirds of the text examines the geographic regions of the country; the final one-third takes a historic look at the development of the country. Also interjected are periodic discussions of the work of various social scientists. Grade 5, *The United States*, is primarily a survey in U.S. history. The final section of the text deals with the economic system of the United States, with attention to topics such as credit buying and use of resources.

Our World engages sixth-graders in a broad view of their world by concentrating on several major world cultures: ancient Greece, medieval Europe, Africa, China, Japan, India, and Russia.

One unusual feature of the upper-level texts is special sections which direct students to inquire about particular questions. Labeled as "An Investigation," these sections direct students in activities such as experimenting with thermometers or writing the ending to a story. Also interspersed throughout the upper-level books are sections called "Focus on the Social Scientist," which introduce students to the work done by individual scientists

Teaching Procedures

Each student text in *Living in Our World* is accompanied by a softbound teacher's edition which contains a set of introductory teacher pages and red-print teacher annotations on student pages. Introductory pages include a general introduction to the series and a scope and sequence chart of major concepts and skills. This general material is followed by teaching information for each unit in the immediate text. Unit information includes behavioral objectives, an overview of content and thinking skills, numerous activities, and a list of additional resources.

Red-print annotations on the student pages provide more-specific, day-to-day directions to the teacher. Included are a listing of vocabulary words, suggested lesson openers, lesson development procedures, and other activity suggestions. From grade 3 on, sections labeled "Map Skills" and "Graph Skills" are periodically found.

Although the program centers on reading, the activity suggestions provided in both the introductory pages and the teacher annotations describe a wide variety of activities.

Evaluative Comments and Suggestions

The substantial revision made by developers in this 1980 program indicates their sensitivity to criticisms of their earlier programs. In particular the more-structured and easier-to-follow teachers' editions should attract teachers who had problems using earlier editions. The heavy attention to history, economics, and student involvement activities distinguishes this program from others on the market.

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McGRAW-HILL SOCIAL STUDIES

Senior Authors: Cleo Cherryholmes and Gary Manson

Publisher: McGraw-Hill Book Company
Webster Division
1221 Avenue of the Americas
New York, New York 10020

Publication Date: 1979

Availability: From publisher

Grade Level: K-6

Subject Area: Interdisciplinary Social Studies

Overview

The *McGraw-Hill Social Studies* series is a textbook-based elementary curriculum with materials for grades K through 6. Following the expanding environments content approach, the seven grade levels of the program are developed around three themes--awareness, knowledge, and skills. Among the distinguishing characteristics of the teacher's editions which accompany each text are specific suggestions in each lesson for teaching reading through the lesson, ideas for career awareness activities, and suggestions for evaluation techniques other than paper/pencil tests. Actionbooks (workbooks) which enrich and extend textbook lessons are available for grades 2-6.

Required or Suggested Time

Each level of the *McGraw-Hill Social Studies* program is designed to supply one full year of social studies instruction. Textbooks are divided into units, chapters, and lessons; the amounts of time required to complete lessons are not specified, although most can probably be completed in one class period of typical length. Extending activities which are sometimes suggested would require additional time in or out of class.

Intended User Characteristics

The series is intended to be used with typical students in grades K-6. Most teaching strategies are for the entire class; special activities for low achievers or gifted students are not specified. However, the program does pay particular attention to reading development, with each lesson having specific directions for reading skill or comprehension improvement for both average-reading and poor-reading students. The reading level of the texts, as assessed by the publisher using the Spache Formula, are at grade levels or slightly below. Using the Fry formula, this analyst assessed the texts to be slightly above grade level. The texts reflect appropriate ethnic and sex representations in narration as well as graphics. Teachers should be able to use the program with no special training other than reading the introductory material in the Teacher's Edition.

Rationale and General Objectives

This program follows the traditional expanding environment approach. According to the developers, the program focuses on the aspect of social studies that will be most relevant in the 1980s: "helping the individual to become more effective in coping with an environment that is changing at a pace unheard of in earlier generations and that makes greater demands upon the individual if the individual is to be successful in life." To promote this effectiveness, the materials center on three themes: 1) awareness--of oneself, of societal values, of the world of work; 2) knowledge--of social science concepts and certain important facts; and 3) skills--in decision making, values analysis, information location and utilization, comparing and contrasting, and map and globe skills.

Content

Looking at Me helps students understand themselves by examining family relationships, the world around them, and personal feelings. Expanding beyond themselves, 1st grade students using *Discovering Others* are lead to an awareness of their relationship to others in their family, neighborhood, and country. Grade 2, *Learning About People*, engages students in studying people by helping them develop "people skills"--observation, communication, decision making. *Exploring Communities*, grade 3, uses a case study approach and examines four communities--Burlington, North Carolina; Kansas City; Los Angeles; and Montreal. Varying somewhat from other elementary social studies programs, the 4th grade text, *Studying Cultures*, focuses on cultures rather than geographic areas, although the cultures studied are geographically diverse. *Understanding the United States*, grade 5, is a comprehensive examination of geographic features, historical events, and American people. In another departure from other social studies series, the 6th-grade level, *Investigating Societies*, focuses on four world areas: South America, Africa, China, and Europe. Main ideas are introduced through narrative sections, concluded with "To Do" and On Your Own" sections. "To Do" sections consist of review questions allowing the student to check his or her progress. "On Our Own" contains questions designed to extend students' thinking. Important concepts are marked in the margin with astericks. The workbooks contain more extension and reinforcement activities than review.

Teaching Procedures

Directions for teaching each lesson are provided in the Teacher's Editions. Information included for each lesson is as follows: purpose, student expectations (performance indicators), resources (materials needed for the lesson), reading hints, background information, teaching strategies, evaluation suggestions, and in some cases additional information or activities. Teaching suggestions provide a blueprint for conducting each lesson. The reading hints cover many aspects of reading development such as phonetics, word analysis, vocabulary development, and comprehension. Evaluation techniques include observations, content analysis, or interviews to gather evaluation data. (The paper/pencil tests which accompany the texts are primarily cognitive.) Also included throughout the series are suggestions for career awareness activities. Concluding each Teacher's Edition is a packet of reproducible activity sheets designed to supplement or enrich lessons.

Evaluative Data

These materials have been classroom tested. An evaluation report is available from the publisher.

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OUR LAND AND HERITAGE

Series Authors:	Ernest W. Tiegs and Fay Adams
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Publication Date:	1979
Availability:	From publisher
Grade Level:	1-6
Subject Area:	Interdisciplinary Social Studies

Overview

The 1979 edition of *Our Land and Heritage* is a revised version of Ginn and Company's 1966 *Tiegs-Adams* elementary social studies program. Although this 1979 program is based on the same philosophy as the earlier series, substantial changes have been made. The reading level of the texts has been lower throughout; new reading materials and new visuals have been added to provide a more balanced presentation of ethnic groups and women. Topic offerings follow the usual expanding environments pattern except at 1st and 4th grades. The 1st-grade book deals with "school" rather than "family," and the 4th-grade book is a social history of early America. The thrust of the series is a presentation of traditional social studies content to help students understand their national heritage and become participating citizens.

Required or Suggested Time

Each text in this series is intended to provide a full year of classwork. Texts contain five or seven major units of work, with units divided into sections or chapters. The Teacher's Editions are arranged by lessons; while estimated time requirements for lessons are not given, most basic lessons can probably be completed in one class period. However, the related activities could extend the lessons one or more class periods.

Intended User Characteristics

This program is designed to be used in typical elementary classrooms. Substantial lowering of reading level has been done in this revision of the series, and our analysis with the Fry readability formula indicates that the student texts are at or below grade level in reading in every grade but grade 5. The 5th grade is one level above grade in readability. The publisher's readability assessment is that all books are at least one readability level below grade level. Although teachers will want to review the program before beginning use, the series requires no special inservice training.

Rationale and General Objectives

An extensive explanation of rationale is not provided for *Our Land and Heritage*, but the developers do state three general objectives for the series: (1) "to guide children to better citizenship and to intelligent and dynamic participation in our world's affairs; (2) to help children appreciate, understand, and preserve our American heritage; and (3) to enable children to function effectively as their social and geographical environments become increasingly complex and urbanized." In addition, the overview of each Teacher's Edition includes a general statement of purpose and some specific objectives for the text at the particular grade level. Grade-by-grade scope and sequence charts indicate that developers have organized the series around the social science disciplines and several specific skills: map and globe, locating information, acquiring information, recording and organizing, communicating, critical thinking, and appreciation and awareness. Both knowledge and skill objectives for each lesson are listed in the Teacher's Editions. Introductory materials stress the series' emphasis on citizenship preparation; however, participation objectives are not specified in individual lessons.

Content

Each of the six textbooks is based on a topic, with topics generally following an expanding environments arrangement. The topic of Grade 1, *Our School*, is the immediate school and community environment of the student. Although there is some attention to family life in the book, it is not as family-oriented as most first grade books. Cross-cultural studies are begun at this grade level with a unit on Nigeria, and holidays are examined in a separate section. The 2nd grade book, begins with the local neighborhood but most of the book is devoted to an examination of human needs for food, clothing, communication, and transportation. The cultural study is Japan. Seven communities are explored in the 3rd grade text; one community is Mexico City. Each community is described through the eyes of a family living in the community. *Our People*, the 4th grade text, is a distinct departure from the usual fourth grade topic of regional geography. In the first half of this text the history of early United States is told from the perspective of the people who were involved. It is a social history rather than an event history. The second half of the text examines the development of several United States cities and several cities in other lands. Six biographies of famous U.S. citizens conclude the book. The history of the United States, told in grade 5, *Our Country*, is a chronological survey of important political and military events in our nation's development. The book ends with a unit on Latin America, Central America, and Canada. In grade six both the Eastern and Western worlds are examined from ancient to modern times. After the first unit on ancient civilizations, each unit centers on a major world region and individual countries within the region are then discussed. A narrative form supported by visuals is used throughout the texts, with little use of other original sources or non-narrative forms. Skill development activities occur at the ends of units and chapters in the student books and in lesson directions in the teacher's editions. The workbooks which accompany grades 3-6 are designed primarily for reinforcement.

Teaching Procedures

Procedures for teaching *Our Land and Heritage* are contained in the Teacher's Edition which accompanies each pupil text. After 16 pages of introductory material, each Teacher's edition is composed of a series of lesson plans, presented on pages containing a reduced student page and teacher notes in wide margins. The teacher's information in each lesson consists of two parts: a Lesson Overview and a Lesson Plan. The Lesson Overview provides listings of student objectives, vocabulary and concepts, student attitudes, and considerations in career, economic, and environment awareness which are important in the lesson. The Lesson Plan which follows provides teaching suggestions for creating interest, guiding reading and learning, providing background (not always included), and conducting related activities. Also listed are the social studies skills developed in the lesson, new vocabulary words, and sometimes annotatations to help the teacher point out interesting information in the text and phonemic respellings of difficult words. Answers to exercises appear where appropriate. Because the student texts contain activity suggestions only at the ends of chapters, the teacher must be the initiator of participatory activities when using this series. Most of the instructional suggestions in the "Guiding Reading and Learning" sections focus on reading and discussing rather than participation activities. However, the "Related Activities" suggestions contain more activity-oriented suggestions and bring more instructional variety to the suggested instructional procedures.

Evaluative Data

The Teacher's Editions report that this revision is based on surveys of curriculum developers and teachers, analysis and tabulation of topics from 150 state and city school course offerings, reviews by a social sensitivity panel; and recommendations of historians in university women's studies programs. Feedback from users of the previous edition was considered.

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OUR WIDENING WORLD, RAND McNALLY SOCIAL STUDIES PROGRAM

Editors:	Mercedes B. Bailey, Cecilia Eytalis, Peter Ferry, Golie L. Mack, Cynthia R. Maltbie, Barbara B. Polston, and Barbara Radner Reque
Publisher:	Rand McNally & Company Box 7600 Chicago, Illinois 60680
Publication Date:	1980
Availability:	From publisher
Grade Level:	1-7
Subject Area:	Interdisciplinary Social Studies

Overview

Our Widening World, the first edition of the Rand McNally elementary social studies program, generally follows an expanding environments content arrangement, although the concept of community is studied at grade 2--rather than grade 3--while grade 3 focuses on United States geography. Also, alternative texts, which may be taught at either the 6th- or 7th-grade level, are offered. The strong geographic emphasis of the program can be observed in both the content focus and in the effective integration of geographic skill devleopment throughout the lessons in each text. Knoweldge and skill objectives are stressed in the program, but lessons also lend themselves to affective development.

Required or Suggested Time

Each textbook is designed as a one-year course in social studies. Texts are divided into units, chapters, and lessons. Each lesson provides work for one to four class periods, with the number of days required indicated at the beginning of the lesson. The reinforcing and extending activities suggested for lessons require additional time.

Intended Users

The textbooks and supplementary materials in this series are intended for students in grades 1 through 6 or 7. Two alternative texts, *The World--Now and Then* and *World Views,* have been prepared so that either can be used at grade 6 or 7. Both build on the concepts and skills in the 5th-grade text. All texts have been developed with general classroom use in mind; basic lessons are aimed at "average" students but suggestions for "building basics" provide remedial work for less achieving students and "advanced work" suggestions are directed toward gifted students. The reading level of the 3rd, 4th, 5th, and 6th/7th *(World Views)* grade texts as assessed with the Fry readability formula is slightly higher than grade level. Equitable presentation of ethnic/racial groups and males and females makes the texts suitable for any class composition. Because the program is relatively simple in its conceptual design and teaching procedures, special teacher inservice would not be mandatory.

Rationale and General Objectives

The philosophy underlying *Our Widening World* is that "social studies focuses on people and the various ways they interact with one another and with the world around them." The program is thus designed to help children explore those relationships, and as they do, to "acquire the knowledge and skills critical to responsible citizenship in a free society." Developers state that students are also helped to develop certain attitudes, particularly respect for others, appreciation of others, and pride in country. To explore human ways of life, the program draws on concepts from geography, history, anthropology, economics, and political science, although not from psychology or sociology. According to the Teacher's Edition, "each level of the program builds on knowledge and skills devleoped at earlier levels. Yet each level is complete in itself." Scope and sequence charts are presented in the Teacher's Edition for both skills and concept development.

Content

As the program name, *Our Widening World*, suggests, the content of the series generally follows the traditional expanding environments approach. *You and Me* helps the first grader examine likenesses and differences among people and introduces him/her to beginning globe and map concepts. In grade 2 the community is the central subject, while in many other series "community" is studies in 3rd grade. Considerable attention is given to map and globe skill development in grade 2. By studying Plymouth as a community, students are introduced to historical perspective, earlier than in other elementary social studies programs. The 3rd-grade text is a geographic introduction to the United States. Areas diverse in terrain and climate are explored, with much attention given to environmental concerns. The geographic emphasis is continued in grade 4, but the setting is expanded to include the rest of the world. The focus in this exploration is on geographic areas rather than national boundaries. The 5th-grade book takes a significant events approach to examining the history of the United States but continues to emphasize geography by beginning each unit with an examination of a specific geographic area or place. The two alternative texts at grades 6/7 both focus on the world. *The World Then and Now* is organized around four concepts--food, cities, government, and technology--and examines the history of various world areas in relation to these concepts. *World Views* concentrates on current world geography and world cultures, looking in some depth at the continents of Australia, Asia, Europe, Africa, South America, and North America. In all seven texts skill development, especially geography skills, is integrated into the narrative text. Beginning in grade 3 and continuing throughout the rest of the series, primary source materials and stories are used along with the descriptive narration. Visuals are attractive and well used in concept development.

Teaching Procedures

Instructional Procedures are clearly outlined in the Teacher's Editions--spiralbound books with reproduced student pages bordered by wide margins. Teaching suggestions are printed in these margins throughout the series. Each lesson begins with a listing of the behavioral objectives and key vocabulary words. Lesson strategies are presented under the sub-headings "Opening the Lesson," "Developing the Lesson," and "Reinforcing the Lesson." In addition, most lessons include suggestions for remedial work ("Building Basics") and suggestions for gifted students ("Advanced Work"). Some lessons include strategies for evaluating the lesson. When necessary, the teacher's attention is drawn to materials needed in the next lesson with sections entitled "Materials for Next Lesson." Although teaching strategies tend to emphasize read-and-discuss approaches, there are suggestions for other kinds of involvement, including small group experiences and inquiry type activities. The program includes duplicating masters with additional activities for reinforcement and outline maps as well as chapter and unit tests.

Evaluative Date

Evaluation of *Our Widening World* was done primarily through teacher review of pre-publication manuscripts. When reviewers questioned the effectiveness of certain materials, actual trial teaching was conducted. For additional information on the program evaluation, contact Rand McNally, Social Studies Marketing Department.

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PEOPLE IN A WORLD OF CHANGE

Authors:	Robert A. Carter Edith McCall Vernon Prinzing
Publisher:	Benefic Press 10300 West Roosevelt Road Westchester, Illinois 60153
Publication Date:	1978
Availability:	From publisher
Grade Level:	1-6
Subject Area:	Interdisciplinary Social Studies

Overview

People in a World of Change is a traditional social studies program for grades 1-6. It is designed to help students develop knowledge of the social sciences, social studies skills, and social responsibility. Expanding environments provides the framework for the program, while the content is interdisciplinary, drawn from the various social sciences. One unusual feature of the series is that the chapters are organized into "Data Banks," which present the content, and "Investigations," which are activities for developing inquiry skills. The authors have particularly emphasized skill development throughout the series.

Required or Suggested Time

These materials are designed for a one-year social studies program at each level, 1-6. The lessons in the Teacher's Editions are broken down into manageable sections which could be completed in a single class session. The chapter and unit enrichment activities, as well as the duplicating masters skills activities, can be used to supplement the daily lessons.

Intended User Characteristics

People in a World of Change is designed for use with the typical range of students in 1st through 6th grades. For students who may have reading problems, the teacher's edition specifies reading skill development activities for most lessons. Furthermore, the authors emphasize that "Sentence and paragraph length as well as vocabulary are on grade level in the primary books and about one grade below the level of the students using the materials in the intermediate books." New words are listed at the beginning of each chapter and are explained in context. A Fry readability analysis was conducted on the 3rd and 5th grade texts. According to this, the average reading level is slightly higher than grade level. Chapter and unit enrichment activities, as well as some of the daily lesson plans, are geared to students achieving at three different levels: advanced, average and basic. Although no special teacher training is necessary, the separate Teacher's Guide in the back of each Teacher's Edition requires advance preparation and considerable organization on the part of teachers.

Rationale and General Objectives

Responsible citizenship is the goal of the Benefic program. In the Teacher's Edition, the authors discuss a three-level curriculum consisting of "knowledge" (drawing upon the social sciences), processes (focusing on critical thinking skills), and social responsibility (investigating current civic and social problems and clarifying values)." At the most basic level are facts, the content or subject matter of the course. At the second level, students practice using generalizations, concepts, theories, and skills to bring organization and meaning to the facts. The third and most abstract stage involves "attitudes, morals, and feelings towards others." It should be pointed out, so as not to be misleading, that, although for each unit there is one valuing activity, these are usually not values clarification exercises. Each activity is designed to build a certain social or personal value, such as good citizenship and understanding of cultural differences, but the choices students are left with often include only one viable alternative; occasionally there are more. Nevertheless, these activities are based on the content of the unit and are written in such a way that students can relate to them.

Content

The content in each book is drawn from the various social science disciplines, with an emphasis on geography, particularly at the upper elementary grades. The 1st-grade book focuses on self, the family, work at home, the importance of rules in a family, people's needs, school, places, and the United States. *You--People and Places* develops concepts associated with neighborhoods, focusing on people in neighborhoods, meeting needs, weather and climate, work, rules, changes, and neighborhoods in other areas of the world. *You--Communities and Change* helps students understand the concept of community and examines the historical development of communities. Students also learn about the needs of people in communities, laws and taxes, how communities change, and communities of the world. The 4th-grade book focuses on geography and how humans are influenced by their environments and vice versa. It covers plains, mountains, wet and dry lands, and coastal regions and concludes with a chapter on change. *You--United States and Americas* consists of a history of the United States, beginning with a study of Indian cultures. Geographical studies of Canada, Mexico and Central America, and South America are also included. The 6th-level book explores the history and geography of Europe, Africa and the Middle East, Asia, and Oceania and the Pacific world. Each book includes full-page biographies of historical and present-day persons at appropriate times.

Teaching Procedures

The major teaching strategy involves the use of "Data Banks" and "Investigations." The Data Banks require students to read and study pictures in order to understand the basic facts, while the Investigations provide opportunities for extending the basic facts through activities such as discussion, compare and contrast exercises, art work, and independent library work. Many of these also give students practice in map and globe skills, chart and graph skills, time skills, and diagram skills. End-of-chapter activities include a group activity and a generalizing section. The latter usually includes several "how," "why," and "what do you think" questions for discussion. The Teacher's

Guide provides additional teaching suggestions. Each unit includes a statement of unit theme, introductory activities, unit objectives, a chart outlining unit content in relation to various social science disciplines, and a bibliography of related films, filmstrips, and books for students. Suggestions for teaching the Data Banks usually include stragegies for developing reading skills, content, and inquiry skills. Teachers may choose whether to emphasize one or all of these areas for each lesson, depending on student needs. Most of the reading skills activity suggestions deal with building vocabulary skills. Suggestions for teaching the investigations include strategies for developing inquiry skills. Children interpret, investigate, compare, contrast, observe, identify, infer, hypothesize, generalize, and discuss. Enrichment activities are quite varied allowing for individualization. Some of these provide opportunities for using community resources.

Evaluative Data

The materials have not been formally field tested.

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SCOTT, FORESMAN SOCIAL STUDIES

Directors:	Joan Schreiber William Stepien Geneva Gay Alan J. Hoffman
Publisher:	Scott, Foresman and Comapny 1900 East Lake Avenue Glenview, Illinois 60025
Publication Date:	1979
Availability:	From publisher
Grade Level:	K-7
Subject Area:	Interdisciplinary Social Studies

Overview

A newly developed elementary program, the *Scott, Foresman Social Studies* series offers material for grades K through 7. Although individual texts are untitled, the materials follow the expanding environment content approach with K-3 focusing on family, neighborhood, and community, grade 4 on world regions, grade 5 on U.S. history, and grade 6 on world cultures. The grade 7 offering is unusual with its focus on the role of the adolescent in today's world. The materials are distinguished by high-interest level content and the inclusion of many activity suggestions within the students' texts.

Required or Suggested Time

Materials at each grade level are designed to provide a full year's school work. Each text is organized into lessons (grades 1-3) or chapters (grades 4-7) which aim to develop one main idea during one week of social studies classes. The time required to complete each lesson is stated in the Teacher's Edition; most are of one day's duration. Extending activities require either out-of-class or additional in-class time.

Intended User Characteristics

The *Scott, Foresman Social Studies* series provides materials for the typical range of students in grades K through 7. Although aimed at "average" students, the program attempts to accommodate individual differences by providing activity suggestions in the Teacher's Editions to extend or reinforce learning for both advanced and slow-learning students. Scott Foresman states that texts are written at grade-level reading as measured by Spache and Dale-Chall formulas. An analysis based on the Fry graph indicates slightly higher reading levels. The graphics and content treat both sexes and a variety of racial and ethnic groups fairly. Teachers can use the series without inservice training.

Rationale and General Objectives

Although the developers of *Scott, Foresman Social Studies* do not state an explicit rationale or philosophy the program seems to be based on a commitment to offer students an interdisciplinary social studies experience based on seven concepts "representing universal human concerns." The seven concepts are self-identity, socialization, interdependence, diversity, choices, power, and change. The three major teaching objectives of the program are: to teach children about the world and its people by equipping them to use facts and ideas drawn from the social sciences; to help children learn, practice, and apply a variety of skills appropriate to social studies; and to prepare children to be active and effective citizens. Specific knowledge and skill objectives are listed. The introductory material states that "social skills" are also developed but such affect objectives are not specified in the lessons. However, much of the texts' content is affect oriented and leads itself to affective teaching.

Content

The eight grade levels (K-7) of the program follow the expanding environments approach to content as follows: grades K-3--family, home, school, community; grade 4--world regions; grade 5--U.S history; grade 6--world cultures; grade 7--the world and an adolescent's place in it. Within each text, content is organized around seven concepts stated in the above section. However, different content is used to develop the concepts at each grade level. For example, the concept of change is explored in grade 1 in terms of a child's family moving to a new home, in grade 5 by exploring the changes American society underwent during the late 1940s and 1950s, and in grade 7 by examining how one change leads to another in the growth of a city. In addition to the development of the seven concepts, four other content areas are given attention in pages with special borders; these are environments, careers, consumer concerns, and law. Three skill groups are emphasized: reading/study skills, map and globe skills, and reading/thinking skills. Skills are developed in special pages labeled "When You Read" or "When You Read Social Studies," in a special section at the conclusion of each text, and in activities in the Teacher's Editions. Both knowledge and skill objectives are taught through a variety of content forms including graphics, stories, cartoons, original document reproductions, plays, and poetry as well as narrative. The workbooks contain knowledge and skill activities to reinforce the text lessons. Testbooks for grades 3-7 were not available for this analysis.

Teaching Procedures

The instructional materials consist of a Teacher's Edition at each grade level. The format is a reduced student text page with teacher information in right- and left-hand margins. Each lesson contains the following information: teaching time, knowledge and skill objectives for the lesson, vocabulary words, preliminary activity suggestions, strategies for developing the lesson, answers to review questions, and additional activities; however, the emphasis (especially at upper grade levels) is on discussion strategies. A substantial number of activity suggestions, such as making a tambourine or preparing a time capsule, which would typically be included in the teacher's guide are included in the student material in the series. The "additional activities" sections are directed toward interested students, the whole class, or small groups and labeled as easy, whole class (assumedly for "average" students), and challenging. A quick review of the guides indicates there may be more suggestions in the challenging/interested students categories than in the "easy" category.

Evaluation

Prepublication field testing was done with more than 2,000 students in various locations. For information on results on the field tests, contact the publisher.

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SILVER BURDETT SOCIAL STUDIES

Authors: Edna A. Anderson, Norma Jean Anderson, V. Phillips Weaver, Walter N. Gantt, Robert A. Harper, Vincent R. Rogers, Herbert J. Bass, Kenneth S. Cooper, George H. T. Kimble, Richard C. Brown, Wilhelmena S. Robinson, and John T. Cunningham

Publisher: Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Publication Date: 1979

Availability: From publisher

Grade Level: K-6

Subject Area: Interdisciplinary Social Studies

Overview

The *Silver Burdett Social Studies* (SBSS) series is a comprehensive K-6 social studies program based on the earlier 1976 edition. The new 1979 SBSS series contains an increased emphasis on the learning of topically related factual knowledge and map skills. The program is intended for "average" students, but special provisions have been made for slow learners with specific alternative activities suggested for each unit.

Required or Suggested Time

The SBSS series is intended to provide a full year of social studies instruction for each of the seven elementary grades, K-6. Teachers are advised that activities may be selected to fit the needs and interests of their students and are given the approximate number of days to be devoted to each lesson.

Intended User Characteristics

While these materials are intended for average ability students, special provisions are made for slower learners. Silver Burdett has assessed the reading level of each textbook on a chapter-by-chapter basis using either the Spache or Dale-Chall formulas. These assessments show each book to be one to two grade levels below their placement. A Fry reading assessment conducted by this analyst showed the 3rd-grade book, *People and Resources*, to be on grade level, and the 5th-grade book, *People in the Americas*, to be on the 6th-grade level. No special administrative support or teacher training is needed for the program. There is an absence of sexual and racial stereotyping, and the materials should be suitable for use in a variety of settings.

Rationale and General Objectives

The SBSS series seeks to foster an awareness among its users of the need for people to live in harmony with one another and nature. In order to accomplish this goal, the SBSS curriculum uses "..thoughtfully constructed materials to: (a) instill a lasting interest in our human society; (b) foster the growth of consistent, reasoned values that develop a respect for the dignity and worth of all people; (c) encourage attitudes that will lead to effective and responsible citizenship; and (d) to introduce fundamental ideas from the various disciplines of the social studies." Introductory material in the Teacher's Editions lists, in addition, ten general guidelines which have been built into the program. Among these are: "facts are of crucial importance"; "the curriculum should include a total and systematic skills program"; "case studies are an important means of presenting content"; and "allowances should be made for a variety of teaching techniques."

Content

The SBSS series is based on an interdisciplinary social science approach. The texts consider selected topics arranged according to the traditional expanding environments approach. Grade 1 focuses on the family, the functions it services, and the roles of different family members. Grade 2 considers the community, how it meets the needs of its members, and how its structure and function have varied over time and place. At grade 3, students begin the study of the relationship between people and natural resources, how resources are used and replenished, and some of the problems associated with natural resource depletion and pollution. An alternate book, available for grades 3-4, addresses the study of geographic concepts--such as climate, longitude, and latitude--and regions--such as rain forests, deserts, and mountains. Grade 4 focuses on the relationship between the place where people live and their life style. American history is the focus of level 5. Using a topical approach, this text examines land and people, the growth of democracy, industrialization, and urbanization. The history and people of the eastern hemisphere is the topic of level 6. The units focus on tools of the social studies and the concepts of time and place, technology, political power, contacts and conflicts, and living and learning.

Teaching Procedures

The SBSS series uses a variety of motivational and instructional activities to accomplish specific learning goals. Textbook reading, discussions, map work, individual and small group research projects, chalkboard work, art activities, skill book and spirit master activity sheets, as well as performance tests for grades 3-6 are all incorporated into the lesson plans. Each Teacher's Edition features a comprehensive introduction, charts on the basic idea and unifying theme for each unit, case studies used, and map skills developed. Books for teachers and students and other supplementary media are identified as well. This is followed by full-size student pages with lesson plans and notes in the margins. Lesson plans include the following: suggested time for completion; performance objectives; understandings--important related facts; word bank--a list of new vocabulary words; map skills developed; motivational techniques; developmental activities focusing on one of the following skills--reading for information, map skills, observation, recall, classification, analysis, hypothesis, synthesis, application, and evaluation; extension/enrichment suggestions; check-up questions for a quick oral or written review; background information, and slow-learner techniques beginning at the 3rd-grade level.

Evaluative Data

Silver Burdett field tested the 1976 version of SBSS in 22 classrooms located in nine randomly selected states. Data was collected from both students and teachers. The results of this field test, summarized in the *Field Trial Report* (Nov., 1977), were used to make the revisions for the 1979 version of SBSS. The report may be obtained from the coordinator of Field Trial Activities at Silver Burdett.

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UNDERSTANDING THE SOCIAL SCIENCES

Senior Authors:	Frederick M. King Herbert C. Rudman LoDoris R. Leavell
Publisher:	Laidlaw Brothers Thatcher and Madison River Forest, Illinois 60305
Publication Date:	1977-79
Availability:	From publisher
Grade Level:	1-6
Subject Area:	Interdisciplinary Social Studies

Overview

Understanding the Social Sciences is Laidlaw Brothers' newest elementary social studies program. Although the major author, Frederick King, was also the major author on Laidlaw's earlier *Concepts in Social Science* series, this program is considered a new series, not a revision. The major topics in most grade levels are the same as in the earlier *Concepts* program, but the text and graphics are all new. The *Understanding* program is distinguished by its focus on providing students a "wealth of significant and relevant facts to analyze, interpret, and apply," by its particular attention to the development of patriotic understanding, and by its global emphasis at all grade levels.

Required or Suggested Time

The textbook for each grade level in this series is intended to provide a full year's work. Each text is divided into units and the units into lessons, with the number of units and lessons varying from grade to grade. At each grade level, a basic lesson seems to be intended for one class period of work. The extension and reinforcement activities suggested at the back of the Teacher's Editions can expand lessons one or more class periods.

Intended User Characteristics

The intended users of the *Understanding* series are typical elementary students in grades 1-6. In both text and visuals, the series fairly represents ethnic populations and equitably portrays men and women, making the series appropriate for any class composition. The reading level of the texts has been assessed by the publisher to be at or below grade level for each grade, using the Spache and the Dale-Chall reading formulas. Our assessment with the Fry readability formula found the texts for grades 3, 5, and 6 to be above grade level in readability and the other texts to be at or below grade level. New words, however, are usually in bold print and are defined in context. Phonetic respellings are provided in some cases, as well. Teachers of 3rd, 5th, and 6th grade students reading at or below grade level should be prepared to include additional vocabulary and reading work with students if necessary when using this series. No special teacher inservice should be necessary.

Rationale and General Objectives

In the introduction to *Understanding the Social Sciences* the developers state that their program is a personal approach to social studies learning--one which starts with the pupils themselves and expands their knowledge horizons to the entire world. The five general objectives specified are to: (1) prepare students for continual change and challenge, (2) develop an appreciation of diverse culture, (3) achieve understanding of interdependence, (4) appreciate the natural environment, and (5) help students develop positive self-concepts and attitudes toward others. These purposes are accomplished through lessons which include experiences in knowledge/learning and skills development. Skills as defined by the developers are map, globe, chart, and graph skills plus four social studies skills--locating, organizing, analyzing, and decision making. Knowledge and skill objectives for each lesson are stated in the Teacher's Editions. Valuing is also given attention in some lessons through special optional activities listed in the Teacher's Editions.

Content

The content in the *Understanding* series follows a modified expanding horizons arrangement. In the grade 1 text, *Understanding People,* the focus subject is "people" and students first consider themselves and the people most immediate to them. By the end of the book they are examining people in other countries and cultures. This same approach is used in the grade 2 text, *Understanding Families,* which focuses on different kinds of families and grade 3, *Understanding Communities,* which deals with various kinds of communities. After a full unit of map and globe work, grade 4, *Understanding Regions of the Earth,* examines regions of the earth, comparing geographic, climatic, and cultural characteristics. Grade 5, *Understanding Our Country,* is a chronological survey of United States history, and Grade 6, *Understanding the World* is a chronological regional survey of world history highlights. Content throughout the series is presented mostly in narrative text interspersed with questions. Although little use is made of original sources or nonnarrative forms such as poetry or stories, the narrative is well supported with photographs and other graphics. Students are encouraged toward more independent, active learning through special sections in the student texts entitled "Having Fun" and "Having Fun Together" which provide suggestions for individual and group activities. The series' patriotism objectives are achieved through special units at grade levels 1-4 and through a series of biographical sketches of important citizens in grades 4-6.

Teaching Procedures

Instructional procedures for the series are contained in the Teacher's Editions of the pupil texts at each grade level. The format of the spiralbound Teacher's Editions is a student page bordered with wide-margin inserts containing instructional suggestions. In addition, each manual contains additional information, and teaching suggestions in bound-in sections at the back. The format of the teacher's directions varies somewhat at different grade levels, but generally a teacher is provided with a statement indicating the knowledge and skill objectives in the lesson, background information when needed, suggestions for preparing the pupils for the lesson, suggested questioning or teaching strategies, lesson "wrap-up" suggestions, and "looking ahead" information for advance preparation of upcoming lessons. In some lessons, strategies for involving students in valuing activities are suggested. Extension and enrichment activities for the lesson are contained in the bound-in materials at the back of the teacher's manual and are referenced in the lesson directions. Unit materials include additional suggestions for beginning and concluding major units of work. The majority of teaching strategies in the lesson guides involve students in reading and discussing. Activity learning occurs periodically in the "Having Fun" sections of the student texts and in the "Extension and Enrichment" activities at the back of the Teacher's Editions. Although these strategies do not address specialized needs of individual students, they add considerably to instructional variety suggested in the series.

Evaluative Data

The texts were pilot tested in the classrooms of consultant reviewers listed in the front of each book.

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Appendix I

Performance Expectations for Intermediate Level (Grade 8)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 8 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). However, both grades 7 and 8 provide the instructional context for development of these competencies. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
7, 8	• Describes the basic governmental structures and responsibilities at the local, state, and federal levels.
7, 8	• Describes the lawmaking processes at the local, state, and federal levels.
7, 8	• Compares and contrasts the major responsibilities among the local, state, and federal levels of government.
7, 8	• Identifies and defines the major ways in which people organize themselves in American society today.
7, 8	• Describes how and why people organize to satisfy basic social needs.
7, 8	• Compares and contrasts the major ways in which people organize and analyze the effectiveness of their efforts.
7, 8	• Distinguishes statements of fact from opinion when reviewing data related to a social problem.
7, 8	• Gathers data from various sources and organizes the data related to a social problem.
8,	• Distinguishes between relevant and irrelevant data when gathering information for solving a social problem.
8	• Identifies the key questions that need to be answered in resolving a social problem.
8	• Organizes, analyzes and interprets social science information from many sources in solving a social problem.
8	• States a hypothesis about the cause of a social problem.
7, 8	• Identifies and describes personal social values that are derived outside of family life and peers.
7, 8	• Identifies the major forces in the community which influence the development of one's personal social values.
7, 8	• Describes cultural practices of an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them.

Grade	
7, 8	• Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.
8	• Evaluates how personal social values affect development of one's personality.
7, 8	• Accepts differences in cultural practices which may conflict with that of one's family or peers.
7, 8	• Describes one's personal values.
8	• Explains how one's personal values influence the kinds of social activities one engages in.
8	• Explains why American social values change.

Performance Expectations for High School Level (Grade 10)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 10 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). However, both grades 9 and 10, as well as the intermediate grades, provide the instructional context for development of these competencies. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
7, 8, 10	• Describes the lawmaking processes at the local, state, and federal levels.
8, 10	• Identifies the basic rights and responsibilities expressed in the U.S. Constitution.
8, 10	• Explains basic rights and responsibilities in American society in terms of due process of law.
7, 8, 9, 10	• Identifies basic human social needs and how various societies provide for satisfying such needs.
7, 8, 9, 10	• Identifies several outstanding historical personalities who were successful in achieving their goals that contributed to the betterment of society.
8, 10	• Analyzes the characteristics of several historical figures in American history who were successful in bringing about changes in the economic and political policies and practices of the nation.
8, 10	• Identifies and evaluates the personal social values held by prominent leaders who brought about economic and political changes in American history.
7, 8, 9, 10	• Identifies a social issue or problem and describes the steps required in solving the issue or problem.
7, 8, 9, 10	• States a hypothesis about a social problem.
7, 8, 9, 10	• Analyzes data and develops alternative solutions to a social problem.
7, 8, 9, 10	• Designs a research project to test a hypothesis about a social problem.
7, 8, 9, 10	• Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
8, 9, 10	• Designs and implements a research project to test a hypothesis about a social problem.

Grade	
7, 8, 10	• Identifies the cultural practices which one's community values.
10	• Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others.
7, 8, 10	• Describes the multicultural heritage of the American nation.
8, 10	• Describes how social change affects development of personal values.
8, 10	• Identifies the major social values in American society today and explains how these influence personal values.
7, 8, 9, 10	• Analyzes and evaluates different cultures that have contributed to the development of American society.

Performance Expectations for High School Level (Grade 12)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 12 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). The performance expectations for Grade 12 represent the cumulative efforts of grades 7-12. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
8, 10-12	• Describes one's role in the American election process.
8, 10-12	• Explains the role and function of political parties in the American election process.
8, 10-12	• Predicts probable legislation on major issues based on the outcomes of an election.
8, 10-12	• Explains basic rights and responsibilities in American society in terms of due process of law.
8, 10-12	• Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
9, 10-12	• Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.
7-12	• Analyzes data and develops alternative solutions to a social problem.
7-12	• States a hypothesis about a social problem.
10-12	• Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
11-12	• Designs and implements a research project to test a hypothesis about a social problem.
11-12	• Develops a plan for implementing a recommended alternative derived from research on a social problem.
11-12	• Predicts probable consequences of a decision or course of action on a social issue involving personal participation.
7-12	• Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience).
11-12	• Identifies a personal social value and explains how it influences one's relationship with others.
8-12	• Identifies and explains how social values held by peers were developed and accepted.
11-12	• Explains the social, financial and occupational differences of being male and female in American society.
11-12	• Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.
10-12	• Analyzes a changing American social value and describes the consequences as they affect one's role in society.